

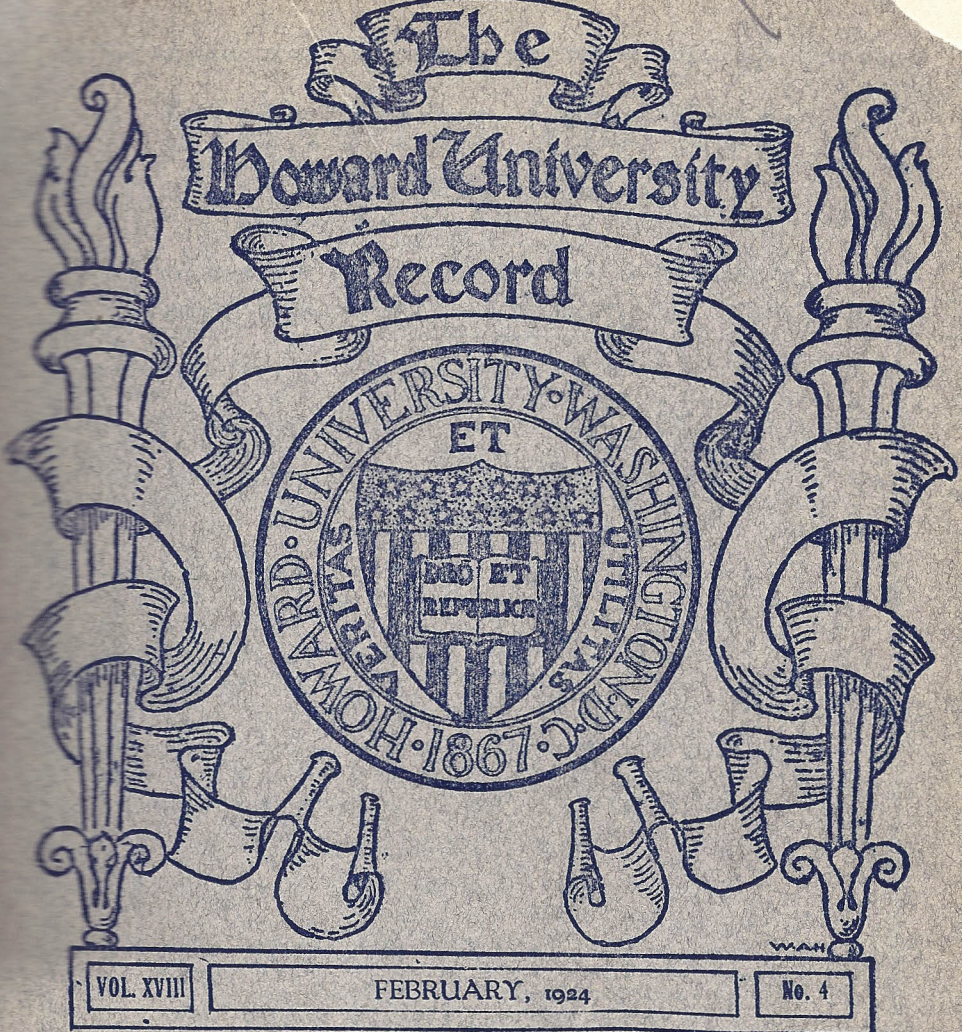
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Editorials

Honor Day Address

A Great Educator in a Great City

**A Comparison of Jean Froissart and Philippe
De Commynes as Historians**

A Brief Survey of Intelligence Testing in Colleges

Alumni Items

University Notes

Undergraduate Life

Of General Interest

Counterweights

HOWARD UNIVERSITY

WASHINGTON, D. C.

Founded by GENERAL O. O. HOWARD

J. STANLEY DURKEE, A. M., Ph. D., D. D. President

EMMETT J. SCOTT, A. M., LL. D., Secretary-Treasurer

A University located at the Capital of the Nation, with a campus of twenty acres. Modern scientific and general equipment. A plant worth approximately \$1,500,000. A faculty of 135 members. A student body [1922-23] of 2054 from 37 different states and 10 foreign countries. Generally acknowledged to be the outstanding National University of the Colored people of America.

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A Dormitory for Young Men, \$100,000.00

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or to Emmett J. Scott, Secretary-Treasurer,
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an institution incorporated by Special Act of Congress, and
located at Washington, D. C., the sum of



ROGER BACON
1214-1294

English philosopher and man of science. Studied at Oxford and the University of Paris. Wrote the *Opus Majus*, *Opus Minus*, *Opus Tertium*, and many other treatises.



More than a million dollars a year is devoted to research by the General Electric Company in order that the giant—electricity—may be made more and more useful to mankind.

For this he was sent to prison

Roger Bacon may not have invented gunpowder, as has been claimed by some biographers of the famous Franciscan friar, but he exploded some of the outstanding errors of thirteenth century thought. Because of his advanced teachings, Bacon spent many years of his life in prison.

In an age of abstract speculation he boldly asserted the mathematical basis of all the sciences. But even mathematical calculation, he showed, must be verified by experiment, which discovers truths that speculation could never reach.

In the Research Laboratories of the General Electric Company, Bacon's principles are followed in every experimental investigation. The gas-filled electric lamp and the electron tube were worked out on paper, but it was experimental verification of the underlying mathematical theory that made electric illumination, radio broadcasting and X-rays what they are today.

GENERAL ELECTRIC

THE HOWARD UNIVERSITY RECORD

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VOL. XVIII

FEBRUARY, 1924

No. 4

Editorials

HOWARD LOSES VALUABLE TRUSTEE AND LOYAL ALUMNUS.

THE Flag is at half mast on the "main building" at "Howard"! Some one of distinction has passed out. A trustee, an alumnus, a friend, for James H. N. Waring was all of these to his Alma Mater.

As a mere boy, Dr. Waring entered the Normal Department of the University in 1874. After one year of study he went into the Preparatory School from which he graduated in 1877. He immediately began his career as a teacher in the public schools of the District of Columbia. While pursuing the profession of teacher he sought to broaden his qualifications and entered the Medical School from which he graduated in 1888. His progress and prominence as an officer in the public schools of the District of Columbia was marked and entitled him to the degree of M. A., which was conferred upon him by Howard University in 1897. As Supervising Principal in the public schools he was an outstanding man not simply as an educator but as a pedagogic expert. He was called to the neighboring city of Baltimore to establish a modern high school and to organize a Teachers' Training Department and applied himself to his task with such zeal and efficiency that he placed the entire educational system of the city, as related to Colored youth, upon a new and progressive basis.

Dr. Waring evidenced there, as always, his peculiar gift for drawing to him as co-workers men and women of culture, of vision, and of understanding who worked with him and for him with a purpose and devotion second only to his own. To his unusual gift for leadership Dr. Waring added another and almost unerring quality—the ability to select the "talented tenth" and more than one young person privileged to be at some time one of his pupils, encouraged by him to brave the handicaps peculiar to our youth, may be found today occupying positions of prominence and trust largely as a result of the vital encouragement which he gave.

Dr. Waring was elected in 1907 to fill the vacancy in the Board of Trustees of Howard University caused by the resignation of General

Charles Bird of Wilmington, Delaware, and served continuously, actively and devotedly to December 29, 1923, when he suddenly passed to the Great Beyond at Hopkinton, Massachusetts, where he had gone to visit his daughter, Mary Waring Steele.

Dr. Waring was also made a member of the Executive Committee of Howard University May 24, 1908. He was elected a member of the Finance Committee June 4, 1916, in which position he was also incumbent up to the time of his death.

The University sustains a great loss in Dr. Waring's demise, and the race loses one of its foremost educators and workers. At no time during his life was he idle. He was one of those that knew there was much work to do and assigned himself to the task of achieving whatever his powers and capacity permitted toward the accomplishment of that work.

Dr. Waring allied himself to almost every form of activity for the upbuilding of the Colored people of the United States. His time, his talents and his means were ever available for the people. His activities were of a beneficial and profitable character in any community where he resided whether at Camp Devens ministering to the soldiers during the Great War or in Washington where most of his life was spent as a student, educator, physician, and social worker among the destitute.

Dr. Waring was a man of versatile accomplishments. By actual practice he was well fitted for farming work at Hopkinton, Massachusetts, secretarial work in camp among the soldiers or administrative work in the pedagogic concerns of the public schools of the District of Columbia.

Dr. Waring was a man of sterling qualities, positive in any line of thought and endeavor that might engage his mind. He was a good administrator, counselor and adviser, unselfish in his labor and unremitting in his toil. To be assigned a task for the upbuilding of any good cause was to have that task executed by him without stint of self or service.

Two years ago Dr. Waring accepted the Principalship of the Normal and Industrial School at Downingtown, Pennsylvania. With the enthusiasm of a man of half his years he had undertaken a difficult but to him a hopeful task. Already he had won his way to the hearts and confidence of his fellow workers, his pupils, his patrons and the legislators. Work never fell from more capable, eager hands. We cannot think of him as dead. Somewhere he is still achieving! G. W. C.

"GOD BE WITH YOU TILL WE MEET AGAIN."

By the courteous permission of the *New York Evening World* we reproduce below the article under the general heading of "Great Hymns and Their History," which appeared in that publication January 3, 1924. That wonderful piece of sacred music, "God Be With You 'Till We Meet

Again," is known wherever hymns are sung. A large number of the alumni and present members of the faculty had a personal acquaintance with its distinguished author, Dr. Jeremiah Eames Rankin, who was president of Howard University from 1890-1903. The fame of Dr. Rankin as America's leading sacred poet was easily established through his authorship of this soul-stirring hymn whose popularity is world-wide.

G. M. L.

GREAT HYMNS AND THEIR HISTORY.

BY REV. THOMAS B. GREGORY.

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"GOD BE WITH YOU, TILL WE MEET AGAIN."

This greatest of all parting hymns was written in 1882 by J. E. Rankin, President of Howard University, Washington, D. C.

The author tells us that the hymn was called forth by no particular person or occasion, but was deliberately composed on the basis of the etymology of the word *goodby*, which means "God be with you."

The hymn was sung for the first time one Sunday evening in the First Congregational Church in Washington, of which Dr. Rankin was pastor.

Its immense popularity is attributed to two things, and first of all to the music to which it is set.

It has been pronounced the most happy welding of words and music to be found in the whole field of hymnology. The air and the sentiment fit into each other to perfection, with the result that the effect upon the people is instantaneous, deep and enduring.

Dr. Rankin, with characteristic manliness, said: "The creator of the air of the hymn, Mr. W. G. Tomer, should have his full share of the honor."

Tomer was a brave soldier in the Civil War, was later on a clerk in the Treasury Department, and at the time of the composition of the famous air was a school teacher.

Greatly, however, as the music aided the power of the hymn, overtopping the music was the sentiment itself.

"Goodby" is the saddest word in the world. The only certain thing in life is its uncertainty, and we never know that we will again see those to whom we say goodby in the morning.

"Goodby" is oftentimes "Farewell forever," and it is no wonder that, pronouncing the word and looking into one another's eyes, the heart swells with an anxiety that is as sad as it is sacred.

THE ENDING OF THE AUTUMN QUARTER.

THE Autumn Quarter of 1923 ended a few days before Christmas. In some respects and to some persons, the ending of this quarter was little different from that of any other quarter; but in many respects and to many persons, the completion of the Fall Quarter is different from that of the other quarters.

In the Autumn of '23, one of Howard's largest freshman classes entered upon a new epoch. This epoch has made some sort of an impress upon every new student who entered the University last fall. To some, it has meant scholastic success or failure; in others it has inspired an awakening or a new attitude toward life and conditions around them. The University has deeply felt the successes, failures, and new conceptions of these students as well as it has been, in a large measure, responsible for them.

The ending of this term is also significant in that it has brought on the New Year. New Year resolutions are going out-of-date, but, perhaps, not universally so. With the beginning of a new year, however, it is characteristic of human nature to feel an awakening of ambitions and of hopes. We, at Howard, are no exception. Our ambitions are not personal and selfish; they extend out to our University and to our race. And, as the University and the race face the new year, we hope to prove to both what Longfellow said of the "Ship of State:"

"Our hearts, our hopes, are all with thee;
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee—are all with thee!"

M. C. H.

Special Articles

HONOR DAY ADDRESS.

BY EDWARD PORTER DAVIS,

Professor of German.

OUR University has set aside this day in honor to its students who have achieved high rank in their classroom work. We are already honoring with scholarships those who attain excellence in the several departments of study, and we honor with distinction at graduation those who for three years have maintained a high level in the general work of the college. But today for the first time the university assembles the students of whose scholarly work it has a right to be proud and formally tells them and others that these are they who have done well in the only activity that warrants the sacrifices that students and their kinsfolk and friends are making to prepare them the better for life's struggles and duties and rewards—namely, the pursuit of scholarship. The extra-curriculum activities of the student, however useful and attractive these may be, are subordinate in value and dignity to his main business of seeking learning and power. They are admitted to the university circle only because they contribute to the main purpose of the institution by providing opportunities for the practice of principles gained in study, for the development and maintenance of physical health, and for wholesome recreation. It is the fashion, even in universities, to acclaim the debater and the athlete, but to take the scholar for granted. This may be natural because of the spectacular or thrilling character of intercollegiate contests. And yet, if the college is to maintain its worth and dignity as a place of learning, it must recognize and reward those who excel in its own principal field. We are judged by the things we praise and condemn. We honor ourselves by honoring our scholars.

I trust the honor students will permit me to say that mere keenness of intellect and ingenuity in creating new and successful combinations cannot long suffice without the assistance of solid traits of character. The brilliant virtues must be supported by the sober virtues of industry, perseverance, courage, self-control. These often exist side by side, but not always. The intellectual qualities are heightened by the moral qualities. A roll call of the men and women successful in life usually shows that they were successful also as students. But the brilliant students do not necessarily become distinguished in later life. The ease with which some acquire facts and reach conclusions and the indulgent attitude of instructors in accepting from fifty per cent to seventy-five per cent of a task as a satisfactory accomplishment are a bad preparation for life, if the student lacks strength of moral fiber. On the other hand, students whose

classroom work gives no special promise sometimes attain success later because their diligence, steadfastness and pluck, added to native good sense, have equipped them adequately for life. A combination of the two types of virtues produces the eminently successful man or woman. Be assured therefore that the sober virtues are very worthy of cultivation. Some of the extra-curriculum activities may provide them for you.

Truth is a "thing of beauty and a joy forever." Seek it. Let your studies give you reverence for it. This is an admonition so often repeated that it has almost been robbed of its meaning. But it needs frequent repetition, for self-deception is the most common kind of deception and error parading in the garb of truth is a common phenomenon in home, church, school, and even university. Self-deception grows out of a sort of self-love which urges us to hold to cherished opinions and prejudices because they are of long standing and have become a part of us. We close our eyes and ears to nobler and better views and truths often through sheer lack of intellectual energy. All fields of human thought suffer from this weakness, but perhaps the greatest sufferer is true religion. In religious circles alone is orthodoxy considered a virtue. Whether or not our intellectual backwardness and criss-cross thinking really make orthodoxy a virtue here is another question, but I venture to say that the cause of true religion would be advanced if clear and brilliant thinkers with honesty of purpose had freedom to present new views without fear of persecution; in other words, the same freedom should be allowed in religious studies as in historical, philosophical, and scientific studies. Very recently a well-known professor in one of our greatest theological seminaries published a new translation of the Bible into everyday English. His work was very unfavorably criticised by several metropolitan dailies for its alleged lack of reverence and dignity. It was new and therefore believed bad, for it made people think. I submit that the learned men who devote their lives to religious investigation and to the training of young men for the ministry are better trustees of true religion than the secular press, teeming from beginning to end with propaganda of one sort or another. And yet much of the alleged attacks against religion and much of the so-called defense are of this character, and the man-in-the-street has difficulty in distinguishing the sincere from the insincere, the true from the false.

How are we to distinguish the true from the false? What are the criteria? This is very difficult to answer. Truth is permanent and unshakable. Error is fleeting and fragile. But what are we to do when that which is regarded as truth in one generation is branded as error in the next? Simply this: accept and use a theory which answers the conditions of life and study until a better theory is found, then grasp this better one. If present hypotheses seem weak in certain respects, accept them with reservations and continue to look for stronger ones. Open-

mindedness is the need of the scholar. A mind closed to the new and the better is dead and should be buried.

The dignity appropriate to one's calling demands probity in the handling of the goods with which one deals. The scholar deals in matters of the intellect, and it is of intellectual honesty that I desire here to say a word. Intellectual honesty means truthfulness. It means that one will not try to seem to know what one does not know; it means that one will not try to seem to be able to do what one knows one cannot do; it means that one will not try to make the worse appear the better reason; it means that one will not knowingly use a false hypothesis for an argument, however logical the latter may be; it means that one will not try to build sentiment for oneself or one's group or one's thesis by the use of propaganda to the detriment of others or to the detriment of the truth. One of the evils left by the war is the habit of circulating absolute falsehoods, half-truths, or even whole truths put in the wrong context or environment. This habit has been adopted by the press, the theater, and even in some cases by the pulpit. It has become at times very difficult to detect it. Let me urge upon you the claims of intellectual honesty. It is an element of success. Let me urge upon you the resolution, after you practice it yourselves, to demand it unflinchingly of others. Do not be deceived by those who practice sham and hypocrisy. Expose false reasoning and mischievous propaganda. Withdraw your confidence from the intellectually dishonest and thereby contribute to the betterment of society.

Have the courage of your convictions, when you believe they are proper and justified. Then you can maintain your own self-respect and the respect of others whose esteem is worth having. If educated men and women lack this sort of courage their guilt is great, for they are traitors to themselves and to the cause they represent.

The scholar has a supreme function in the world to perform. Almost all human progress has been made possible by exceptional individuals in succeeding generations, by leaders in pure thought, in religious philosophy, in art, in science, and in the industries. The rank and file of any group or nation can only move along with steady pace and in the beaten paths. The ancient Greeks have probably produced more geniuses of the highest type in proportion to their numbers than any other people since the world began. But even among them the common people were everyday folk of no special capacity, and the expression "hoi polloi" has become symbolic of mediocrity and dullness. They and most other people are judged by their big men who reveal the capacity of the group.

We are hoping and expecting that you who today are being honored will live up to your promises and in some measure become distinguished and successful and useful. Each generation builds upon and extends the work of the preceding generation through the genius and strength of its best members. We are all richer because of the great lives that have passed on and left their deeds and influence behind. We are the heirs

of all the ages and all the ages yet to come are heirs of ours. As thus the world grows better, we must see that our part of it shares in the amelioration.

Millions will look to you for help and guidance and inspiration. Cultivate yourselves. Your studies should be only beginning. It is merely by a sort of courtesy that we apply the term "scholar" to you at this stage of your advancement. As you become older and your maturity and vision increase, your opportunities and, in proportion, your duties will increase. No one is living fully who is not living up to his opportunities. Thus far you have done your part and have therefore merited the bestowal of these honors. Continue in your ambition to excel in pure scholarship, in the professions, in art, in business, and in whatever else you undertake.

A GREAT EDUCATOR IN A GREAT CITY.

By C. SMITH WORMLEY,

Principal of the Randall Junior High School, Washington, D. C.

DR. WINFIELD SCOTT MONTGOMERY, formerly Assistant Superintendent of Public Schools, Washington, D. C., now Supervisor of Special Activities, entered upon his career as an educator in 1878.

Few educators of color can claim such rich experience and rare training as was the fortune of Dr. Montgomery to enjoy in preparation for his life's work. Born in 1853 of slave parentage on the plantation of Frank Hook, located near Fort Adams, a small town on the Mississippi in the vicinity of New Orleans, Dr. Montgomery spent here the early days of his childhood. His master was reputed to be wealthy, owning much property in New Orleans and in the vicinity of Algiers, on the opposite side of the Mississippi. To the latter place he and a brother were taken as boys to become house-servants; but as Dr. Montgomery himself says, "Through the providence of God, a regiment of the Northern Army, the Eighth Vermont Volunteers, which invested New Orleans, was stationed at Algiers (a few miles from the residence in which he was servant). While on errands I saw the boys in blue and dimly divined that their presence meant good to me." The boy became enchanted and ran away to be among the soldiers who had told him that they came to free the slaves. No persuasion could induce him to return to his home. In a short time his brother also ran away, and the two youngsters became camp followers.

Because of his yet vivid recollection of his early experiences, Dr. Montgomery today can paint in colorful expression the horrors of war incident to the siege of Port Hudson, the great stronghold of the Confederacy. The surrender of this great port marked a turning point in his romantic career, for following the destiny of his regiment, he went to Virginia, where the Eighth Vermont was furloughed, and thence departed for the North with the officer who, from the first, had shown a fatherly interest in him. That his visit to the North was a novel experience is evident from Dr. Montgomery's own statement: "For the first time I saw snow and felt the severity of arctic weather. The parents of the officer were farmers, and into their home I entered a welcomed youngster. My presence in that rural community was a 'nine-day wonder.'"

From this period his training began. The district school was in session; he entered it and for the first time received formal instruction. This short period of systematic schooling was suddenly ended by the orders of the Government directing the Eighth Vermont Volunteers to join the army under General Philip Sheridan in the valley of the Shenandoah. Here another incident of far-reaching effect in his life occurred, for



DR. WINFIELD SCOTT MONTGOMERY

upon his arrival in the Shenandoah his lot was cast with the colonel of the regiment, Henry F. Dutton, from whom he received the kindest treatment. The colonel, seriously wounded in the battle of Winchester, was ordered home to Vermont by the army surgeon and Dr. Montgomery was permitted to accompany the colonel North.

"The winds of destiny blew me into the home of the wife of Colonel Dutton," says he, "where through months of pain, loving hearts nursed the officer until the danger point was past. Accepted as a member of the family, I grew up with the boys and girls, who accorded me full companionship."

Under these favorable conditions he grew from boyhood to youth, imbibing fully the influences and teachings which fortune had cast his way.

After a short period of elementary training, he was permitted to enter Leland and Gray Seminary, located in Townshend, Vermont. This seminary was one of the college-preparatory schools of the North, and had as its student body *the cream* of New England. With such preparatory training Dr. Montgomery was licensed to teach in his home town in Vermont, and was shown the greatest respect by his pupils, all of whom were white.

In the fall of 1873 he matriculated in Dartmouth College in a class numbering over one hundred men from New England and other places. After one year's study, he was forced to leave college on account of lack of funds. However, through the assistance of ex-Senator John W. Patterson, of New Hampshire, who had rendered signal service to education in the District of Columbia, Dr. Montgomery was appointed a teacher in the Hillsdale School, D. C., by J. Ormond Wilson, then Superintendent of Public Schools, D. C. He taught but one year, returning to college the following fall to complete his education. As a student at Dartmouth, he proved himself a scholar of the first rank, winning membership in the most noted student societies. He is the only man of color who has ever enjoyed fellowship in one of the leading fraternities of Dartmouth, the "K. K. K."—which, by the way, is not "Ku Klux Klan," but "Kappa, Kappa, Kappa." In 1878 he was graduated from Dartmouth with Phi Beta Kappa honors, and in June, 1906, at the time of the graduation of his son, Wilder P. Montgomery, the honorary degree of Master of Arts was conferred upon him by his Alma Mater.

Though "old Dartmouth" has good reason to be proud of her son, she must share this pride with "dear old Howard," for in 1890 Dr. Montgomery was graduated from the School of Medicine of Howard University and subsequently licensed to practice in the District of Columbia and in the State of Michigan. He did not follow the medical profession, however, for, as he says facetiously, he did not care to be burdened with the work incident to the signing of "death certificates."

As an educator, Dr. Montgomery's career covers nearly a half century

of active, efficient service. From a teachership in 1878 at Good Hope, D. C., now Garfield, he was called to a professorship at Alcorn University, Rodney, Mississippi, where he spent three and a half years in valuable service as a teacher of languages. In 1882 he was recalled to Washington, D. C., to fill one of two supervisorships just opened in the colored schools. He served in this capacity until he was appointed principal of the old M Street High School in 1896. After three successful years of service as principal of the high school, he was again made supervisor, and one year later, in 1900, was elevated to the position of Assistant Superintendent of Public Schools. Now, as Supervisor of Special Activities, he is closing a most serviceable and distinguished career as an educator.

In final word, I might well say: "Now that the noonday of his life is far spent, and the eventide of his career has come, we, his co-workers, who all along have gathered inspiration from his signal achievements and his noble character, say to him with a feeling of profound respect: 'ABOUT TO RETIRE, WE SALUTE THEE!'"

A COMPARISON OF JEAN FROISSART AND PHILIPPE DE
COMMINES AS HISTORIANS.

BY CHARLES H. WESLEY,

Professor of History.

THE two great chroniclers and historians of the fourteenth and fifteenth centuries were Jean Froissart and Philippe de Commynes. Although as historians they differ in essential respects, they were alike in their efforts to produce worthy and interesting historical records of the ages in which they lived; and they were sparing of neither time nor labor in the investigation of that which seemed to each of them to be historical truth. Their tasks were performed so efficiently that much of the information which we have concerning the history of Europe during the later Middle Ages and the dawn of modern times, without the interposition of these writers, would have been lost beyond all reasonable hope of recovery. For many of the sources of these periods, which were more often the spoken word and the personal observation, have long since perished.

The works of these authors are, therefore, monuments in the fields of history and literature. They may be studied as much for their literary style—opposites though they were—as for their historical information. The one, Froissart, belongs to the close of the Middle Ages; and in the long list of chroniclers and analysts who mark the path of European history, he is known as “le chroniqueur par excellence.”¹ Unlike his predecessors, who compiled their historical records in the cloisters of monasteries, Froissart as chronicler, historian and raconteur, wandered through various countries, gathered his facts by observation, questioned witnesses of events and made friends especially with the nobility and clergy wherever he journeyed. The other, Commynes, belongs more to the modern world in point of time as well as work; and in the group of writers who stand between the medieval and modern worlds, he is known as “un précurseur de la Renaissance.”² Commynes, as statesman, ambassador and historian, separated himself from the Middle Ages, as far as he could, by his non-partisan spirit, his exact and disinterested attitude and by his keen analysis of motives, causes and events.

Froissart was a native of Valenciennes, Flanders, and he lived from 1337 to about 1410. The facts of his life are interwoven with his accounts of his travels, observations and experiences; and if one would know the history of his life, his personality or his ability as a historian, the scattered statements in his writings afford the principal sources of study.

¹ Aubertin, *Les Chroniqueurs du Moyen Age*, p. 253.

² Debidour, *Les Chroniqueurs* (deuxième série), p. 153.

In truth, if we would know his works, we must know his life.³ Froissart, apparently, intended to enter the church, but his love of the pleasures of life delayed his decision. He enjoyed dancing, hawking, the tournaments, the festivals, music, dress and the sports of the day—all of which the church seemed to disapprove in its clergy. In one of his minor works, "L'Épinette Amoureuse," he tells us that as a youth he liked to see dances, to innocently court the young girls, and he "always pricked up his ears at the uncorking of bottles." Early in life, therefore, it may be noted, that he had acquired the taste for the frivolous, the light and giddy pleasures of his age.⁴

As it was customary for the young men of the fourteenth century to attach themselves to the household of a prince or other person of importance, Froissart joined the household of Robert of Namur. The outcome of an unfortunate love affair later caused his family to plan a period of travel for him. He went first to England, and there attached himself to the court of Queen Philippa of Hainaut. Here he finally received his ordination about 1361, not so much because he expected to follow the priesthood, but in order to secure the consideration and the deference which the clergy at that time obtained for the most humble of its members. Rapidly now he changed his relationships. In 1365 he visited Scotland, and in company with the Black Prince he went to Bordeaux the following year, and a few weeks later he journeyed with him to Spain. In 1369 he visited Italy with the Duke of Clarence; in the same year he returned to Flanders and was given the cure of Lestines. But Froissart, of restless temperament, was not content with the quiet clerical life, and again he joined the court of Wenceslas, Duke of Brabant, who encouraged his writings. With the assistance of the Count of Blois, who was one of the most generous patrons of Froissart, he visited Touraine, Blaisois, Berry, Bearn, Paris and other places in Spain, France and Holland. In 1394 he again journeyed to England and in the following year he retired to Chîmay, and it is probable that the remainder of his life was spent in retirement. It is evident that he was fond of travel and his writings show that he was also a careful observer. He wrote diligently whatever came within his cognizance and whatever eyewitnesses communicated to him in the countries to which he had the opportunity to go.⁵

The best known of the works of Froissart and the one upon which his claim to be called a historian rests is "The Chronicles of England, France, Spain and the Adjoining Countries." Gross calls it "one of the most celebrated chronicles of France and one of the principal sources for the study of the Hundred Years War."⁶ The chronicles are divided into

³ "S'il est un auteur dont la vie explique l'oeuvre, c'est assurément Froissart." Debidour, p. 18.

⁴ *The Edinburgh Review*, January, 1805, pp. 348-349.

⁵ Debidour, p. 18-41. Aubertin, p. 253-258. Masson, *The Chroniclers*, p. 164-166.

Adams, *Manual of Historical Literature*, p. 311-312.

⁶ Gross, *Sources and Literature of English History*, p. 364.

four books of unequal length. They are of great importance as a repertoire of history, biography, geography and imagery. They form a kind of international storehouse of minor plots, counterplots, petty warfare between states, wars in Brittany, revolts in Flanders, quarrels in Castile, dissensions among Italian states, the local character of the greater contests between England and Scotland, the greater struggle of the Hundred Years War, descriptions of chivalry, accounts of battles and feuds—all are brilliant portraits of feudal times. The period of the fourteenth century was fortunate in having, during these stirring days, a writer gifted with the passion of observing and recording what he observed. It was the Age of Chivalry, and much of the popularity of chivalry is due to Froissart.⁷ He leads his readers without notice from France to England or Scotland, from Scotland to Flanders, Brittany, Spain, Portugal or Italy. We follow him throughout western Europe, while he converses with knights and men of rank. He seems to have the unusual faculty of asking the questions which will persuade his companions to tell of their adventures. Passing some ancient castle, river or wood, he seems to delight in the minutest detail of the storming of the castle-gate, of some deed in the fording of the stream or of some gallant action in the wood.

His ride with Sir Espaing de Lyon is one of the most gripping and brilliant sections of his chronicles. As the knight relates adventure after adventure, Froissart is moved to cry out: "Sainte Marie! 'How pleasant are your tales and how much do they profit me while you relate them! And you shall not lose your trouble, for they shall all be set down in memory and remembrance in the history which I am writing.'" ⁸ In his introduction he gives us the purpose of his efforts; and the results show his faithfulness in performing the object which he sets out to perform. Manifestly, it would not be the object of the modern historian, but it was the aim and the heart's desire of Froissart, the medieval chronicler. His opening words are: "That the honorable enterprises, noble adventures, and deeds of arms performed in the wars between England and France may be properly related and held in perpetual remembrance—to the end that brave men taking example from them may be encouraged in their well-being, I sit down to record a history deserving of praise; but before I begin, I request of the Saviour of the world, who from nothing created all things, that he will have the goodness to inspire me with sense and sound understanding to persevere in such manner that all those who shall read may derive pleasure and instruction from my work, and that I may fall in their good graces." ⁹

With this object in view, of recounting wonderful deeds and of giving pleasure to his readers, he wandered through the principal parts of west-

⁷ Kitchin, *History of France* (4th ed.), p. 411.

⁸ Cf. Gross, *Sources and Literature of English History*, p. 364. Kitchin, *History of France* (4th ed.), p. 411. Debidour, p. 46, seq.

⁹ Froissart's *Chronicles* (Thomas Johnes, vol. II), Chap. viii, p. 92. Froissart's *Chronicles* (Tudor Translations), Chap. viii, p. 92.

ern Europe, writing as he traveled. His accounts show clearly that he had both a wonderful memory and an unusual imagination. There are many portraits and pictures in the chronicles of men, battles and historic events. His pages are filled with the exploits of soldiers of fortune such as Geoffrey Tete-Noire, Briquet, Perrot de Savoie, Antoine le Negre, Talebart and Falco in Bosc, the English Hawkwood. As one reads, one may fancy him traveling with these freebooters, questioning, making friends, giving them leads to greater conversation and taking notes of the deeds of the chivalrous men in Europe. The same subject is used in each country as he passes, but the narrative rarely loses its picturesque charm. With a graphic pen he mingles the blazonry of fetes, the trappings of the tournaments, the brilliant figures at court with the victories of England's sturdy yeomen over the once brilliant France, now almost dismembered by the military brigands who desolate her provinces.¹⁰

Like Froissart, Commynes was a native of Flanders, and he lived from about 1447 to about 1511. In 1463 he joined the household of Philippe the Good, Duke of Burgundy, and later, on the accession of Charles the Bold, he became chamberlain and counsellor to the latter. When Louis XI was taken at Perrone, Commynes saved his life by calming the enraged Duke. Commynes was sent by Charles the Bold to conclude treaties with England and with Spain, and in traveling to Spain he received an invitation from Louis XI to join his court. He accepted and became chamberlain to Louis in 1472, with whom, according to his memoirs, he had the most confidential relations. By Louis XI he was sent on diplomatic missions to Burgundy and Italy. The second half of his life dates from the death of Louis XI in 1483. A series of misfortunes seemed then to follow him. He engaged in the court intrigue to carry off the young king, Charles VIII, in order to free him from his sister's influence. For this Commynes was imprisoned and banished in 1489. In 1492 he was recalled to the court and later he accompanied Charles VIII on the Italian expedition. He represented the king at the negotiations for the treaty of Vercelli. For a while he was in the favor of Louis XII, the successor of Charles VIII.

Commynes, in his diplomatic functions, visited England, France, Burgundy, parts of Germany, Italy and Spain. In his memoirs he tells us: "I believe that I have seen and have been acquainted with the better parts of Europe."¹¹ He talked and schemed with those who knew England, her ambitions and her laws, equally he addressed himself to German captains, Spanish seigneurs, Swiss ambassadors, Italian princes and the crafty Louis XI, who was planning the extinction of the feudal baronies and the consolidation of France under a strong monarchy. His political genius and public experience rather lift him in opportunity above the

¹⁰ Froissart's *Chronicles*, Johnes, Vol. I, p. 1.

¹¹ *Memoirs*, tome I, p. 252. *Lettres et Negociations*, I, p. 109.

chroniclers and historians who had preceded him, and often gain for him the title of "the Father of Modern History."¹²

The great contribution of Philippe de Commynes to history is his memoirs. Hallam, the English historian, says: "The memoirs of Philippe de Commynes * * * almost make an epoch in historical literature."¹³ The memoirs are divided into eight books, six of which, composed from 1448 to 1491, embrace the years 1464 to 1483, and include the struggle of Charles the Bold with Louis XI. The seventh and eighth books, which were written about 1497-1498, are almost entirely devoted to the Italian expedition of Charles VIII, and the immediate consequences. The work is not so much an autobiography of the author as a general history of Burgundian and French politics and the political relations of European states. Here and there he digresses from the narration of fact in order to inject a moral reflection, but the continuity is maintained and the apparent digression seems to attach itself naturally to the principal theme.

He leads the reader, first, to the brilliant court of Burgundy, but he introduces him not to the spectacular setting of the court or to the marvelous deeds of the courtiers, but rather to the occasion for the quarrel between France and Burgundy, the League of Public Good, the Battle of Monlhery, and then we make the acquaintance of the central figure of the first party of his history, Louis XI. The author pauses long enough to introduce his reader to the virtues and vices of Louis XI. Rapidly he leads us through the wars of Louis XI and Charles the Bold, the clash of the ambitions of the two kings, the death of Charles and the seizure of his territories by Louis XI, and with a digression upon the miseries of the king, he concludes the sixth book. Occasionally Commynes digresses upon the ways of princes, which is intended for the instruction of future princes and their advisors. The seventh and eighth books introduce Charles VIII, Louis XI's successor, and the plans for the expedition to Italy, the treaty of Vercelli and the last mission of Commynes to Venice.¹⁴ The memoirs close with the inactivity of Charles VIII, the loss of the kingdom of Naples, the quarrels with Spain, the Sforza, the burning of Savonarola and the accession of Louis XII.

It appears that Commynes intended to make Louis XI the hero of his writings, for Louis seems to be a model of how a prince should guide himself. The actions of Charles VIII and Charles the Bold are examples of what a prince ought to avoid. The memoirs are to outline the politics

¹² Aubertin, p. 405-408. Debidour, p. 154-172. Masson, p. 260 seq. Saintsbury, *Short History of French Literature*, p. 160. Fueter, *Historie de l'Historiographie Moderne*, p. 182. Danett, *Commynes* (Ed. Whittaker—Life by Sleidan).

¹³ Quoted by Masson, p. 260.

¹⁴ Of this diplomatic venture, Professor Merriman says: "Phillip de Commynes had been posted in Venice by the King of France to watch developments and report, and it was by no means easy to hoodwink him into believing that all was well." Merriman, *Rise of Spanish Empire*, II, p. 290.

of princes in order that they might have the facts for their instruction. In the preface to the seventh and eighth books, he tells us his purpose: "knowing that several kings, princes, counts, barons, prelates, noblemen, ecclesiastics and abundance of the common people are often pleased and delighted in hearing and reading the surprising histories of wonderful things that have happened in divers places, both of this and other Christian states and kingdoms, I applied myself with abundance of pleasure, from the 35th year of my age, instead of spending my time in sloth and idleness, to writing a history of several remarkable accidents and adventures that happened in France and in other neighboring kingdoms, as far as my memory would permit me."¹⁵ Commines had every opportunity and many qualifications for carrying out this design. As chamberlain, counsellor and secretary to three kings, he must have been admitted to a degree of intimacy which was of value in the pursuit of his object. He was a student of the politics of the last quarter of the fifteenth century and of the causes and effects in the changing fortunes of the pre-Reformation period; and he was ever absorbed in the court intrigue and the political combinations which were constantly engrossing the time and energy of the monarchs of Europe. He was interested not only in court quarrels, but he observed the governments of Europe, and professed greater admiration for what seemed to be the limited monarchy in England than for the despotic power of the feudal kings of other countries. This shows clearly that he was a man of the new world, and that he was influenced by the great new impulse of individualism which was soon to make itself manifest in every department of life.

As historians, Froissart and Commines furnish many fine contrasts. Froissart is the unrivaled painter of chivalry. The society of his day seemed to be only knights, ladies, tournaments, battles and feasts; of the peasants he wrote little and for them and the villain churls he had the greatest disdain. But, oh, if a knight should fall in battle, brave and chivalrous, what a calamity it would be! He, therefore, lacks one of the first essentials of a historian—breadth of vision. There was bias in his judgments, for Kitchin tells us that Froissart wrote of Etienne Marcel "in ignorant and violent prejudice."¹⁶ However, we cannot expect men of his time, narrowed in life as they were, to exercise a faculty which is often too rare in the present age. Commines is the first modern writer of political history. The naive, uncritical annals and sketches which had preceded him give way to an ambitious historical work revealing deep political insight and a wide acquaintance with men and affairs. He, too, writes a history of the group to which he belonged, and the common folk are often neglected, but in his accounts of the cruel punishments of Charles VIII he manifests a breadth of sympathy which Froissart seems to lack. His bias is shown more clearly in his treatment of personalities. The

¹⁵ *Memoirs*, Whittaker, II.

¹⁶ Kitchin, p. 447, I.

historian Ranke remarks: "It is scarcely possible that Commynes, treated with favor by Louis XI, then with disfavor by Charles VIII, judged them both with an equal impartiality. This would have been a unique example in history."¹⁷

The main sources used by Froissart were his interviews with men of his chance acquaintance, although he used the chronicle of John le Bel and a few diplomatic texts. He was what we might term a "medieval newspaper correspondent," and the cub reporter of today or the prosecuting attorney might gain much from a study of Froissart's psychology in dealing with those who had the information which he was seeking. But, on the other hand, he was not critical and appears to have reported whatever was told him, often without comparing one report with another and thus substantiating or overthrowing the evidence. He traveled far in order to learn of some skirmish or battle, and then he would describe it in his own inimitable style. The Battles of Crecy and Ajubarrota are examples in point. In general, he shows no conception of historical responsibility. He holds up to us, nevertheless, a great reflecting mirror in which we may see the fourteenth century with a rare literary mastery. Commynes used the treaties which he published in his memoirs, court papers and, moreover, he was a participant in most of the history which he wrote, and he tells us that he knew all of the actors of his drama, and he knows what they sought to do. "As for my part," says he, "I am resolved to speak nothing but what I can prove to be downright matter of fact, either upon my own knowledge or the testimony of such persons whose veracity and knowledge are unquestionable, without the least regard to the praises of any man."¹⁸ But how far one may trust his memory over a period of years is a debatable question also.

Froissart was a master of style. His sentences are long, but well constructed and well balanced, and they form the most interesting reading matter—filled as they are with color, life and movement. They present in picturesque language the spectacle of the tournament, with knights and ladies; the armies on the march and the festivals at court. Commynes was not a master of style, in the usual sense of the term. He wrote simply and directly. Often there are long involved sentences which show that he had peculiarities of diction. Often when writing of scenes in one country, it would remind him of happenings in another, and immediately he digressed to tell of it. His language is not immediately intelligible, possibly because it is written in early French, but once freed from these faults, there are reflections which are profound and clear.

Froissart does not concern himself with motives or causes, but Commynes shows a rare keenness of insight into the motives of his contemporaries, and his judgments have been borne out by other writers of his

¹⁷ La Revue Historique, Vol. 74, p. 1.

¹⁸ Memoirs, Whittaker, I, p. 483.

age. There are errors in both works as to dates, places and facts.¹⁹ Froissart wrote down the words of any knight who told him a good story. Commines wrote from memory after the events had happened. Froissart saw the exterior of the society of his age, and all that the eye might discern. Commines saw the interior and both saw them well. Froissart is the painter of the polite society with which he lived to pass his time, and he criticises severely the revolts of the peasants and the coming of the burghers, "the hammerers and the flayers."²⁰ The shows of the court did not interest Commines; he was attracted by the turns in the wheel of statecraft and in the lessons to be drawn from them. He detests the feudal regime and longs for the establishment of strong central governments.

In the history of France, Froissart compares favorably with Livy, and Commines with Tacitus of Roman history. The two former display picturesque scenes and brilliant pictures which stir the imagination, the two latter are full of reasoning upon the characters of men, upon the consequences of political events and upon the constitutional aspects of history. From ancient days through the Renaissance and beyond, history was a branch of literature, and the aim of the historian was to please and to instruct. Such were the aims of Thucydides and Livy, Polybius and Plutarch; and the writers of the Renaissance imitated the ancient scholars in making history a literary art.²¹ Out of the age in which Froissart and Commines lived, they bring to us living pictures of their times and their contemporaries. The more we study these two authors in the light of our general knowledge of the fourteenth and fifteenth centuries and with the use of the documents which survive, we are the more conscious of the great contributions which they have made to the history of these periods and to historical literature.

¹⁹ Molinier, *Les Sources de l'Histoire de France*, Vol. 4, p. 4-18; Vol. 5, p. 11-15.

²⁰ Masson, *The Chroniclers of Europe*, p. 175.

²¹ Langlois & Seignobos, *Introduction to the Study of History*, p. 298.

A BRIEF SURVEY OF INTELLIGENCE TESTING IN COLLEGES.

ALTHOUGH the testing of intelligence may be traced back to Binet and Simon, two French psychologists, who worked in the late nineteenth century, the very widespread use of such tests is of very recent origin. It was the rather spectacular introduction of this means for differentiating the recruits of the World War which has led to their present position in the center of attention in the academic world. Since 1917 Army Alpha has become a plaything of more than one speculative mind.

The colleges, more keenly aware of the need for some better means of classifying and advising students, have embraced the Army Alpha with whole-hearted zeal. In some instances it, or another intelligence test, is used to determine qualifications for college entrance. Such has been the practice at Columbia College. Here the Thorndike Test for high school graduates has been one of the ways of determining mental capacity for college work, and has been in use long enough to enable certain correlations and comparisons to be made with other methods of college entrance. It has been found that the correlation between the record made by students during their first year in college and the examinations given by the College Entrance Board was .43; between the first year's work and the high school record the correlation was .45; between the same and the regents' examinations .57; while the year's work and the intelligence tests correlated .59. Basing their judgment on this record, the examining board of the college has declared that the intelligence tests have a better prognostic value of ability to do college work than either the examinations of the College Entrance Board, the high school record or the regents' examinations. However, in estimating the possible fitness of any individual for work in college the high school record is always considered.

Dartmouth is employing three types of ratings for grading its freshmen. These are personal ratings by the faculty, the Army Alpha and the completion-information test. Every member of the faculty is asked to rate every student known to him in the freshman class on the following points: intelligence, aggressiveness, originality, reliability and personal impression. To receive weight, the same estimate must be given by at least four instructors. These tests are correlated with scholarship grades as follows:

Scholarship and faculty ratings, .745.

Completion and scholarship, .55.

Scholarship and Army Alpha, .43.

Army Alpha and faculty ratings, .55.

Completion and faculty ratings, .54.

Dartmouth feels that the completion test is a better index of scholarship than Alpha and just as good an indication of intelligence.

The data thus obtained is not used for college entrance, that being determined by quite different methods. But it is used to great advantage

for reference by deans and advisors to students in counseling them in regard to their life work.

At the University of Illinois, the Army Alpha was made the means whereby each student could evaluate his ability in comparison with the rest of the university. The test was given to thirty-five hundred students, and it was found that, compared with the army, the university was composed of a highly selected group.

Illinois and Dickinson found medians of A for each class, a very high record indeed. On the other hand, the Southern Methodist College at Dallas, Texas, reported a median score of only B for each class. What caused this discrepancy has been and is a question of great moment to the Texas institution.

The above are only a few samplings of the use of intelligence testing in colleges. The list might be extended to a much greater length, but the conclusion would be the same. Mental testing, although in its infancy, has proved of value and has come to stay. Alone, such tests are without significance, but taken in connection with teachers' ratings, high school records or scholarship grades, they add an additional bit of information to our desired knowledge of the student. The more ways there are of making sure our official estimate of the very elusive pupil, the surer will be our judgment of him and the wiser our handling of students in college and the saner our advice when graduation day comes.

M. M. McL.

ALUMNI ITEMS.

New York Alumni Notes—Compiled by Kelly Miller, Jr.

IN the February issue of THE HOWARD UNIVERSITY RECORD of 1922 I wrote some notes concerning the activities of some of the younger alumni in New York. I am giving herewith notes concerning the activities of many of the alumni during the past two years in New York City and vicinity.

A safe estimate of the number of Negroes in New York City at present is at least 200,000, and this number is greatly increasing yearly. The number of our professional men and women is still far below par, though it is showing a decided increase. The wonderful opportunities and possibilities offered by the metropolis should be an incentive for Howard men and women who are thinking of locating there.

The Howard Alumni in the city is under the able guidance of Peter M. Murray, Med. '14, and this body promises to be one of the most active of all the local alumni associations. The Howard Reading Club of New York, composed of Howard medical alumni, is an example of progressiveness on the part of those in this profession. The club is composed of Howard graduates only, and meets once a week at the residences of the members to discuss various problems related to the science of medicine.

This list of the activities is by no means complete, but, as I have previously stated, it gives some of the activities of many of the alumni during the past two years. This list does not include those who have not been awarded degrees from Howard University.

SUBBEAL S. ANDERSON, D.D.S., '23, has taken the New York State Board and expects to locate in New York City.

WILLIAM ANDREWS, L.A., '21, is a junior law student in Columbia University.

NORMAN ANDREWS, L.A., '22, is a junior law student in Columbia University.

WILLIAM BELL, L.A., '22, is doing special work in the School of Finance, N. Y. U.

ARTHUR BOATSWAIN, L.A., '23, is a freshman law student in Columbia University.

MARCELLE BROWN, B.S., '22, M.S., '23, is teaching in the elementary schools.

LOUIS H. BERRY, A.&S., '18, is executive secretary of the Harlem office of N. A. A. C. P.

SHADRACHE BARDWELL, T.C., '16, is with the mail order department of the Chase National Bank.

RICHARD E. CAREY, A.&S., '18, Law, '21, is with the law firm of James P. Iffel.

JOSE N. CESTEROS, Med. '23, has passed the New York State Board and expects to locate in New York City upon completion of internship in Freedmen's Hospital.

JAMES CURREY, L.A., '23, is a freshman law student in Columbia University.

EARL H. CRAMPTON, T.C., '15, is pastor of the Second Methodist Episcopal Church, White Plains, New York.

ERROLD COLLYMORE, D.D.S., '23, is practicing dentistry in New York City. He received special commendation in the State Board examination and is especially commended for having turned out the best prosthetic work of all taking that board.

ARTHUR T. COLEMAN, B.D., '19, is doing well with his pastoral duties here.

STANLEY DOUGLAS, L.A., '20, LL.B., Fordham, '23, is preparing to enter upon practice of law in New York City.

ARDENEZ DASH, D.D.S., '22, is practicing dentistry in New York City.

WALTER DELPH, Med. '22, is practicing medicine here.

GORDON DINGLE, A.&S., '15, Law '18, is practicing law here.

ALLAN DINGLE, A.&S., '17, LL.B. Boston University, is practicing law here.

THOMAS DYETT, A.&S., '18, Law '20, LL.M., Boston University, '21, is co-partner of <http://dh.howard.edu/hurecord/vol18/iss4/1>

the law firm, Dyett & Hall. The office is up to date in every respect and it is one of the best equipped in Harlem.

MICHAEL M. EDWARDS, Med. '10, has passed the New York State Board.

LOUIS FAIRCLOUGH, D.D.S., '22, is practicing here.

WILLIAM FINKLEY, L.A. '22, is teaching in the public schools.

THEODORA V. FONTENEAU, L.A. '23, has been awarded a scholarship in the Graduate School of Business, Columbia University.

JULIUS GARDNER, B.S. Arch. '23, is with Tandy, the architect.

JAMES GRANADY, A.&S. '16, Med. '20, has been elected president of the North Harlem Medical Association.

GEORGE HALL, A.&S. '16, Law '18, is co-partner of the law firm, Dyett & Hall.

OTHELLO HARRIS, L.A. '22, is doing special work in the Graduate School of Education, Columbia University.

HORACE I. HAMBLETT, D.D.S. '22, is practicing in Brooklyn.

ALEXANDER LOOBY, L.A. '22, is a junior law student in Columbia University.

CHARLES T. LUNSFORD, A.&S. '13, Med. '20, is practicing in Rochester.

BENJAMIN LOCKE, A.&S. '12, M.A. Columbia University, is teaching history and civics in the Mount Morris High School.

MERRITT MOLSON, D.D.S. '23, is preparing to take the New York State Board.

MILES PAGE, L.A. '21, is a senior law student in Columbia University.

ROBERT PENN, A.&S. '17, is with the law firm of Rosenberg & Peyser.

PERCY S. RICHARDSON, A.&S. '19, Med. '23, has passed the New York State Board.

CYRIL ROBINSON, Med. '23, has passed the New York State Board.

MARSHALL ROSS, A.&S. '18, Med. '22, is practicing here.

VERNON RIDDICK, A.&S. '19, Law '23, is with the law firm of Marshall & Garrett.

RANDOLPH RAGSDALE, B.S.E.E. '21, is a mechanical draftsman on electrical illumination in the construction division of the Board of Education.

JOSEPH STEWART, Phar. '22, is narcotic inspector, internal revenue, New York State.

LEONARD SAVOY, D.D.S. '21, is a special student in the New York State College of Oral and Dental Surgery.

IVORITE L. SCRUGGS, A.&S. '15, Med. '19, is practicing in Buffalo.

WYNDAM SCOTT, D.D.S. '15, D.D.S. N. Y. Coll. Oral and Dent. Surgery, has just opened his dental parlors in New York City.

MARGARET SMITH, L.A. '12, is teaching in the public schools. She is working for the degree M.B.A. in C. C. N. Y.

TRISCOTT TUCKER, A.&S. '18, Med. '21, is practicing here.

LAYTON WHEATON, D.D.S. '18, D.D.S. N. Y. Coll. Oral and Dent. Surgery, is practicing here.

ROSCOE C. WARD, D.D.S. '23, has taken the New York State Board and expects to locate in New York City.

EARLE WILLIAMS, L.A. '22, is studying law in Columbia University.

JOHN L. WATERS, A.&S. '16, Med. '20, is practicing in Syracuse.

GEORGIA WASHINGTON, L.A. '21, is teaching in the public schools. She is working for the degree M.B.A. in C. C. N. Y.

WOODSON APPOINTED.—George Woodson, Negro attorney ('95L., Howard University), has been appointed by Secretary of Labor Davis to investigate conditions on Virgin Islands, where the population has been decreased about half since this property came into the hands of the United States from Denmark.—Extract from The Evening Tribune, Des Moines, Iowa, Saturday, Jan. 5, 1924.

MAJOR ALLEN, of this city, and a graduate of the dental department of Howard University, was among those who recently passed the state board examinations to

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practice dentistry in Connecticut. Mr. Allen is contemplating practicing his profession in Bridgeport.—This clipping from New Haven (Conn.) Union, Jan. 6, 1924.

James T. W. Granady, B.Sc., M.D., 2424 Seventh avenue, New York City.

New York, December 14, 1923.

Professor G. M. Lightfoot, Editor-in-Chief, HOWARD UNIVERSITY RECORD.

My dear Professor Lightfoot—THE HOWARD UNIVERSITY RECORD is one of the essential periodicals which comes to my office regularly. It is good company and everyone who reads it likes it. This is so because of its standard, which is of such high order, and, of course, shows the efficient work which you and your associates put on it. I look forward to my copy regularly.

Enclosed please find one dollar for my year's subscription. Very truly yours,

(Signed)

JAS. T. W. GRANADY, M.D.

UNIVERSITY NOTES.

Mr. Jenabi Fazel* Lectures at the Chapel Exercises.

ON Tuesday, January 8th, Jenabi Fazel, noted Persian lecturer and philosopher, spoke at the chapel exercises. Mr. Fazel compared the Eastern and Western civilizations. He noted the four differences between these civilizations as racial, religious, prejudice of nations and linguistic. Speaking of racial differences, Mr. Fazel said that the desire of each race to be separate and distinct complicates the problem. The religions are essentially the same; the East call their supreme being Allah, the West call theirs God. Then again the prejudice that each nation holds for the other serves to keep the two civilizations apart. The linguistic difficulties present the greatest problem. A traveler cannot understand the language of the country in which he is visiting.

Mr. Fazel predicts that the university of the future will create harmony among the races of people. He claims that parents limit the race and thought of children. A child at birth would not care about its race or language; its parents select them for him, and force him to adhere to their principles.

It can be very easily seen that there is nothing superficial about Mr. Fazel's philosophy. He has studied the universal problem and has worked out a logical solution. The students of the university are especially fortunate in hearing Mr. Fazel's views on the world problem.

H. P. K.

Hon. James J. Davis, Secretary of Labor, Addresses Faculty and Students of Howard University.

On January 9, Hon. James J. Davis, Secretary of Labor, addressed the faculty and students of Howard. Secretary Davis had no set subject for his address, but spoke out of his experience in a way that went straight to the heart of all who heard. His talk centered around the great opportunities to serve, opening for all classes of men and women today. He spoke of the scores of requests pouring into his office daily for efficiently trained men and women to perform special phases of the world's work. He spoke of the need for efficient leadership. He mentioned the importance of keeping out of America undesirable immigrants, and emphasized the menace of a seditious foreign element within America.

Secretary Davis traced in an interesting manner the main outlines of his own career which he began as a laborer in a mill. Up to his twenty-fourth year, Secretary Davis asserted, his education was solely physical, and the only mental development he attained was through his own efforts. The students of Howard University, Secretary Davis pointed out, were enjoying a privilege he had never known.

When Alma Mater was sung, at the close of his talk, which was very greatly applauded, the Secretary arose again and said that Howard's Alma Mater had more rhythm, and melody, and swing to it than any song he knew—and he liked it!

The address follows.

J. A. B., JR.

Address by the Honorable James J. Davis, Secretary of Labor, Howard University Chapel, Noon, January 9, 1924.

That was a fine, warm greeting you have accorded me, and I appreciate it! I am glad to be here with you this morning and talk about some of the problems of today and how you can help solve them.

I fully understand that most of you here are graduates of a high school or some other institution. Unfortunately I have not had that privilege, because I started work when I was a young boy about eight—started in the mills in Pennsylvania as a nail picker. As such, we used to take the slivers out of the nails of handmade iron. Many a day the slivers would be so many and so sharp that by night our fingers would be torn and bleeding. We didn't have the machinery for service then that we have today. No need for boys in that work now, for it is all done mechanically.

I want to congratulate you on the opportunity you have had to develop your mental muscle. I had but little time for that. Mine was all the development of the physical. Standing before the furnaces as a boy, I went into other departments of the work, and often in the summertime worked in the awful heat stripped off to the waist—all this until I was twenty-four years old. Then I got into politics and I have been more or less identified with politics ever since.

The way you apply yourself is the way you succeed. I am quite of this opinion, that you can be an executive and have a smattering of a good many things; but if you want to be a real outstanding character in the world, you must know one thing and know that well. If I could say anything to you this morning that would be helpful to you, it would be that though you will get a smattering of everything here, whatever you do while you are here, specialize on one thing and say: I am going to succeed in that. When you get that in mind, do not measure it by the material things that come from it. Measure it by the service, the things that you can do with it to make other people happy. If you struggle to make other people happy by the things you are doing, the material things will come to you.

Today I had the privilege of meeting a number of your people appointed on a commission to go to the Virgin Islands. I have taken it upon myself, after consulting with our late President and present President, to ascertain what are the conditions there. I have had a number of these delegates, who are going there for a purpose, in my office this morning. The Government pays their transportation, but these leaders of your race are taking their time away from their work to go, in order to help the twenty-five thousand people on the Virgin Islands. The stories of poverty that come from there would melt a heart of stone. This great Government paid twenty-five millions for the Islands and we want to serve those people. These men with whom I talked this morning have just this thought in their minds—service to their people, service to the one hundred and ten million of us in this country. They represent some ten million of your people, but you cannot have one group against another in a country. All the people must have the same opportunity.

I was just telling President Durkee, as I read this Book, this inspired Book, this the greatest of all books—and I wish everyone of you would read it as I have read it, time and time again—that, in the first chapter of St. James, the twenty-seventh verse, we read that pure religion and undefiled before God is “to visit the fatherless and the widow, and to keep yourself unspotted from the world.” That is life, just life, that twenty-seventh verse. I said to the President, that out of it—because my name is James and I was named after the Biblical name, as my mother told me—we built a great university. At least it should be called one. It gives only a high school education, but it teaches the child a trade with that education. It gives them mental development, but it also develops the hands. Working in our industries, men are crippled. Somebody must take the lead in caring for their children. I laid it upon myself to organize and do that work. I have an army of 600,000 men back of it, contributing to help these boys and girls to be of worth to themselves and of service to the world. That is it. Be of something worthwhile to yourself and then of service to the world. Make yourself useful.

Some of you have probably come from the poor people, as I have come. What-

ever you do, go to see your people often. I have journeyed many times a year to see the people with whom I was then associated. Some of them are great captains of industry now, but we go back to our mothers and fathers and to that neighborhood and try to render some service. No matter what your situation or station in life, do not forget to go back to the place where you grew up, and say, "I came from these people and I am proud of it, and I want to serve."

Keep everlastingly in your mind—not how much can I get out of it, but how much can I put into it—and the golden stream will run to you. Do not deal in everything from the material point of view. Keep the thought of service ever before you.

As students of this University, wherever you go, be of service to each other, but be of righteous service. It is not that which you accumulate in life that lives after you. I was reading the other day something like this—it is not the thing which you do for yourself that lives after you, but rather what you do for others. I remember I was in a meeting some years ago in New York City when it was announced that one of the great men of American business had died and left many millions. There was sadness in the meeting. I was there trying to get some help for a certain project. A gentleman came in and said—Have you heard the sad news? What is it? So and so is dead. One of the other men said, How much did he leave? Another man said, He left it all! So it is not what we accumulate, but what we leave behind us after we are gone.

I had a man by the name of Phil Brown working with me. He was a colored man. He was in the Division of Conciliation of the Department of Labor. I think he was one of the ablest men it has been my pleasure to know. He was constantly thinking of how he could be of service. We sent him over to Canada to represent us in a national employment and migration conference, and he made a speech that they say was the best presentation made on the matter he discussed. He died the other day. When it came to his estate, he did not have anything and we went around the Department to raise something for the family. But he left this—a compilation of information in that office that will live on as long as there is a Government. It is the basis for everything that will be in the future compiled on that particular subject, and he will be an authority on it. His whole heart and soul were in service to his fellow man—he never thought as to what he would get.

So I think that is the best thing I can leave with you this morning—whatever you set your mind to do, settle on that and make a success of it. Be sure you are fitting yourself for something in which you can be of service.

I want to talk with you a moment about immigration. I think it has more to do with the future of our country than any other subject of which I know. You ought to be interested in it—especially interested.

I do not believe it is the wise thing for this country, when we have five or six million of our people looking for work, to let immigrants come in from Asia and Europe. I think that those who are here, whether of foreign birth or American, ought to have work before we let other people come. If we bring the standard of the worker up, we ought to keep that standard up. We have been one hundred and fifty years bringing that standard up in America. I was reading the other day a statement from Europe, that the high wage paying country is the prosperous country and the low wage paying country is the backward country.

If a man wants to come to America—and we have an immigration policy that permits him to come to America—he should first get his certificate from the American Consul rather than a passport from his own country. When we issue the certificate to him, we can ascertain very readily if a certain country is making a dumping ground of America, and we can shut off immigration with that particular country. It is time we had an American policy for Americans on this immigration problem. If we permit all professional and business men and anybody to come to this country

and fill up the professions and all of those places you are now studying for, what opportunity will we have for you and for the son of the man in the cabin or in the company house? If America does not furnish room at the top for the poorest boy born of the humblest parents in America, then America will cease to be the country of opportunity about which we have always talked. For my part, I am going to do what I can to look after the young of America, and give them the opportunity, rather than give it to somebody born in some other country who would not appreciate it.

We have an army of propagandists going about our country, saying America is not a good country, that the Stars and Stripes is not the flag it is promised to be. They are writing books and circulating them around among their own people, telling what a bad country we have.

I propose, that a foreigner do just as I did, for I was born on the other side. I came here as an immigrant boy—came here at six years of age. But the moment I could, I became a citizen of the United States and am so registered in Pittsburgh, where I vote. We have in this country fourteen millions of foreign-born people and nearly eight millions of them are not citizens. Why should they not enroll? Why should they not contribute something to their education? America will never suffer because it educates its people. That is the whole hope of America.

These are the things I have in mind. My time has gone. I have tried to give you just a hint of what is in my heart. I want you to know that if I were in your place and had the opportunity of attending a University like this, I would be so happy. I thought of it as I was struggling to write out something this morning. I said to myself, Oh, if only I had had the very opportunity that these young men and women to whom I am going to speak up at Howard today have had! A thousand thoughts are crowding into my mind that I desire to express to you. I am delighted and happy that I have had the privilege of talking to you this morning. You are facing a world with greater opportunities than any American ever faced before in the history of this Republic. It is the forces of good that will lead you on and help you to climb the hill of success. I hope you will press on and achieve and that I shall live to see the day when I will hear of some great mentality that came out of this group of students present today at Howard. I am delighted, President Durkee, that you invited me to come and speak to the student body. If I can serve you, I will be happy to do so.

**President of Howard University Speaks Out—Dr. J. Stanley Durkee Analyzes
Present Situation as It Affects the Negro and Voices
Prophecy as to the Future.**

RECENTLY Dr. J. Stanley Durkee, President of Howard University, when asked to prepare an article of some 500 words upon the theme, "The Negro Faces 1924," remarked that he was glad to write from his vantage point at Howard University, where beat all the tides of racial life in America. He wrote as follows:

"The Negro faces 1924 with a new racial consciousness. His history of buried centuries is being written. A great history it is. Reasons for the long night of racial captivity are clearly appearing. They are the same reasons which have brought on the captivity of every race of history. Now the Negro thanks God that his renaissance appears. He is determined to consolidate his powers, mass his strength, and overcome his difficulties by a racial worth that will win world recognition, because it contributes to world betterment. "JUST" in science, "HAYES" in music, "CARVER" in agriculture, "HAYNES" in social betterment—these men and countless others of the race are contributing largely to the sum total of human good.

"The Negro faces 1924 with vastly improved opportunities for national and even

international revelations of inherent capabilities. Prejudice and ignorance of history have fettered most white thinkers for hundreds of years. They have not allowed their thinking to include any possible contributions from the Negro. The race is shattering that ignorance, not by producing a few exceptional men and women, but by revealing the fact that the race as a whole has those inherent powers which feed civilization. Howard University, rated in the highest class of American universities, and hence accepted as such in England and on the continent, draws to herself this year over twenty-five hundred young men and women of the race who everywhere demonstrate their ability in science, art, literature—in short, in all the trades and professions.

"The fact of restricted immigration opens doors in the trades hitherto closed. Of course, only worthy achievements can keep those doors open. Negroes are crowding into the ranks of the skilled workers. If the Negro does the work better than one of another race, then the position is his. If he fails, he loses his place and the door closes.

"A thoughtful review of the last ten years must reveal to an unprejudiced mind the vast increments of gain to this race. Wrongs there are, injustices abound, and human prejudices are still blighting, but the race steadily advances to a future which will outlive those great centuries of the long past.

"The Negro faces 1924 with the largest co-operative agencies. That old phase, "a friend of the Negro," is dead. The Negro does not want a friend any more than does the white man. All he wants is a fair field and no favors. As a race he is a long way from that, yet there are more agencies at work demanding it for him than ever before. These agencies are not advertised as they used to be, but they are greater and stronger than ever.

"Be as discouraged as our pessimism or chronic indigestion disposes, yet the fact remains that a new air is sweeping through the world and a new brotherhood is coming up the years to meet us. 'All ye are brethren' is the word of God. Poetry translates it, 'A man's a man for a' that.'

"Ability, training, character, and good old New England horse sense is bringing on the fulfillment."

THE FEDERAL LIFE INSURANCE COMPANY

Incorporated 1922—Capital Stock, \$25,000.—1937 Eleventh Street, Northwest.

Washington, D. C., December 12, 1923.

Dr. J. Stanley Durkee, President Howard University, Washington, D. C.:

My dear Dr. Durkee—We were pleased to receive your letter of December 5th, concerning the Federal Life Insurance Company's Scholarship award to Howard University.

Because of the growing need of trained men and women among our group along commercial lines, we think that all colored enterprises should, whenever possible, manifest an interest in the schools which are attempting to meet this urgent need.

The awarding of this scholarship is simply the initial step of the Federal Life Insurance Company towards stimulating this interest. Very truly yours,

(Signed)

C. T. TAYLOR, *Secretary*.

Dr. Kenney Makes Unique Challenge to Colored Physicians, Dentists and Pharmacists—Secures Thousand Dollar Insurance Policy on His Life, Naming Howard and Meharry Medical Colleges Beneficiaries.

Dr. John A. Kenney, Medical Director of the John A. Andrew Memorial Hospital at Tuskegee Institute, Alabama, has just written a letter to President Durkee of Howard University, stating:

"This letter and enclosure will remind you that a year ago I took out a five hundred dollar policy on my life payable jointly to the Meharry Medical College and the Howard Medical School. This was not at all satisfactory to me, but it was all that I felt that I could do at that time. I am pleased to advise that I have now seen my way clear to raise this to \$1,000, thus placing \$500 with Howard Medical College and \$500 with the Meharry Medical School. I agree to keep up the annual premium on this policy and trust that you will accept it as an indication of my interest in the work in which you are engaged and in the future of medical education for our group; also I hope that it will be of some little encouragement to you in the great work that you are doing.

"Let me add that I am carrying an editorial in the coming issue of the Journal appealing to nine hundred and ninety-nine of our five thousand physicians, dentists and pharmacists to do likewise in order that a million \$1,000,000) dollars may eventually be placed at the service of these two institutions from this source, which would be a big thing for the work and a small thing for the individual."

Challenge to 4,999 Others

If Dr. Kenney's suggestion is taken up by the other 4,999 colored physicians, dentists and pharmacists, both Howard Medical School and Meharry Medical School will be well on the way to that financial independence which should be theirs.

Makes Plea in Editorial for Support of Race Medical Schools.

The editorial referred to by Dr. Kenney, which appeared in the October-December number of the Journal of the National Medical Association, is as follows:

"Although we are aware that it is not usually considered good manners or good morals to "do thine alms" and advertise the fact to the world, yet, in this special instance, we feel justified because we are especially anxious to have nine hundred and ninety-nine other physicians, dentists and pharmacists do likewise.

"Much has been written and said with reference to the scarcity of Negro physicians and dentists, and of the uncertainty for the future with reference to an adequate supply of members of these professions for the demands of the Negro race. We know that fewer men and women of color are graduating from the professional schools in the North year by year. We have reason to believe that our students are not as welcome in many of these institutions as they formerly were.

"The writer was present at a meeting in one of the churches in Cleveland in 1920 where one of the Greek letter societies was instituting its "Go to College" campaign. The secretary of the Western Reserve University was present and spoke on this occasion. He very frankly advised colored youth against matriculating at the Western Reserve in the professional schools, but strongly urged that they enter their own racial institutions.

"In Boston, during the past summer, a graduate of Harvard, living in Cambridge, adjoining the Harvard campus, stated that he was planning to matriculate as a medical student this fall at Howard University in Washington, D. C. We asked him why leave Harvard to go to Howard. His reply was: 'For better opportunities, especially clinical,' and referred to some difficulties colored medical students had in getting some of their clinical work in the white institutions of the North.

"Most of us know that there are now existing only two medical schools for supplying the great bulk of doctors, dentists and pharmacists for our people. Secretary Hubert Work, of the Department of the Interior, has given publication to a statement showing how unfavorably the number of Negro physicians and dentists compare with those of the white race; and the great need of more and better facilities for strengthening the Negro professional schools.

"Many of us know the struggles that Meharry Medical College has had to get into Class A grade; also the hard pull that Howard University Medical School has

been making to maintain its A grade rating. We must look to those two schools to furnish the doctors for our race, and we should do our part in helping to sustain them.

"Someone has figured that at the present rate at which Negro physicians are being trained, that it would only be two or three generations before we would have no Negro doctors. We have on numerous occasions through this publication and from various platforms made earnest pleas for the support of these two schools. We renew at this time this appeal."

Says Plan Will Place One Million Dollars at Disposal of the Two Schools in Twenty Years.

"Without feeling it, we could easily place, in the next twenty years, a million dollars at the disposal of these schools; and to do this we are asking one thousand of our professional men and women to take out a thousand-dollar twenty-payment life insurance policy payable to these institutions, obligating themselves to keep up the premiums. This would be a very small thing for us to do, and yet what a tremendous amount of encouragement it would be, not only to the heads and workers in these schools, but to the philanthropists who would undoubtedly be induced to loose their purse-strings by reason of the effort which we ourselves are making.

"The writer, in keeping with his appeal to others, has taken out a five-hundred dollar policy in one of our large insurance companies for each of the two schools, Howard and Meharry, sending a policy to each with his pledge to keep up the premiums. One thousand each out of the five thousand professionals which we have would furnish the million dollars above referred to, and we are earnestly requesting and urging that the other nine hundred and ninety-nine come forward. May we with the next publication of this Journal be able to publish at least twenty names, or even more, of those who have agreed to take this practical and helpful step?"

SCHOOL OF MEDICINE.

We have received word that the following 1923 dental graduates have passed the Ohio Board: Dr. Edward E. Bassette, Dr. Charles S. Carroll, and Dr. Garon S. Weaver.

DR. FITZHUGH L. REID, Dental '23, has passed the Maryland Board and also holds a temporary license to practice in Virginia.

MISS BESSIE BADHAM, Phar. '23, has passed the North Carolina Board and is now practicing in that State.

DR. EDWINA MAE REEVES, Dental '22, has announced the opening of her dental office at 395 East Washington street, Suffolk, Va.

DR. ARTHUR CONRAD THORNHILL Med. '22, has announced the opening of his office at the residence of the late Hayes J. Burnett, M.D., 31 Montague place, Montclair, New Jersey.

EDWARD A. BALLOCH, *Dean.*

SCHOOL OF LAW.

Our Challenge to the World.

For the information of "Doubting Thomases" who are still harping on "Class A" or who continue to fret and fume over the subject of "recognized law schools," the following letter, written to a member of the class of 1920, should do much toward "gittin' 'em told" as to where Howard stands. It is Howard's challenge to the world. Let him who will accept it:

"November 27, 1923.

"Thomas B. Dyett, Esq., 2303 Seventh avenue, New York City:

"My dear Mr. Dyett—I desire to acknowledge receipt of your letter of the 23rd instant, which came duly to hand with enclosures intact. I cannot think of anything you could have sent that would have been more highly appreciated than these clippings, a statement which will appeal to you all the more when you understand that only the night before (Friday) I made several futile efforts to get and finally placed an order for a copy of the New York Times, which I had been told carried the bar association's announcement. This turns out to be the identical matter received with your letter.

"Now, Mr. Dyett, you have seen that list, but you have not seen the eclipse of your Alma Mater, whose challenge to the world was stated in a recent letter to a lady in Minnesota, as follows:

"'As matters now go in legal education, the Howard University School of Law doffs its hat to nobody. Its new curriculum is cast upon a basis of seventy-two (72) semester hours, which is the highest standard known to law schools, and we have a faculty of specialists such as the great Harvard itself need not be ashamed of. Among those I will mention four: Dean Fenton W. Booth, Associate Justice, U. S. Court of Claims; Mr. Charles V. Imlay, member of the Uniform State Laws Commission of the American Bar Association; Mr. James P. Schick, former Assistant United States Attorney for the District of Columbia; and last, but by no means least, the superlatively successful jurist of our own group, Judge Robert H. Terrell, of the District of Columbia Municipal Court, whose unique status in this District is known the nation over.'

"The end is not yet. You will hear from me again. Meanwhile, tell the boys to keep their ears to the rail and their eyes on the law school notes in the UNIVERSITY RECORD. Very truly yours,

(Signed)

JAMES C. WATERS, JR., *Secretary.*"

The Old Nest Beckons.

Since our last memorandum was filed Jesse Powell's "Flowers Rich and Rare" has found splendid exemplification in the bouquet of greetings extended the Alma Mater in person and by letter from sons, daughters and friends far and near.

O. BENJAMIN JEFFERSON, of Muskogee, Okla., accompanied by his friend, Dr. Fred Rubel, of Chicago, called and dared anybody to say he was not a Howard man—and there was none to take the dare! First in the Prep. School, then the College, O. B. was with Pinchback, Toomey, St. John Williamson, the Pinketts, Soders, Webb and the rest of that gallant coterie which comprised the class of 1906. The counsellor looked the picture of health and told us about McCree, Vice Williams and the rest of the bunch down Oklahoma way. On January 11th, Mr. Jefferson was admitted to the bar of the United States Supreme Court on motion of Chas. P. Ford, Esq., of the local bar. Mr. Ford is a graduate of the College of Arts, '03, and is also master of the Masonic Grand Lodge in the District of Columbia.

ROBERT L. VANN, Esq., of Pittsburgh, came in with Professor Cobb, and before the evening was over joined Professor Houston as one of the presiding judges in the Moot Court. Member of the publicity unit of Harding campaign in 1920, Mr. Vann subsequently became assistant city solicitor for the City of Pittsburgh, but gave it up because he felt there was greater need for his services as a yeoman of the guard among his own people. Besides being editor of the influential *Pittsburgh Courier*, Mr. Vann is at the head of an organization of the business and professional men of his city, and also enjoys a lucrative practice as a member of the bar.

GEORGE H. WOODSON, '95, of Des Moines, Iowa, quietly dropped in on his friend, Professor Richards, and incidentally provided a treat such as members of the Junior Class are not likely soon to forget. Combining in speech and mien the spirit of the West, Attorney Woodson charmed his hearers with many interesting anecdotes coupled with a strong plea for character and honesty in the practice of the great profession of the law. Mr. Woodson, together with Attorney Cornelius R. Richardson, '11, of Richmond, Ind., sailed on January 12th as a member of the special commission of the Labor Department sent to investigate conditions in the Virgin Islands.

GEORGE A. PARKER, '19, secretary of the John M. Langston School of Law, came and brought the greetings of Frelinghuysen University. Secretary Parker was greatly pleased with the new outlook for his Alma Mater and announced that among other plans up his sleeve for the year 1924, was the degree of Bachelor of Divinity in the School of Religion. A seminarian with training in law: what a splendid combination!

Senora Lanauze y Rolon, of Porto Rico, accompanied by her brother, D. A. Lanauze y Rolon, '23, teacher of romance languages in the Dunbar High School, ushered in the Christmas month of December. She expressed herself as delighted with the new law school—but not enough to stay in Washington. The lady sails back to sunny Porto Rico ere the summer comes again.

AL. A. ANDREWS, '12, formerly of Louisville, Ky., has now thrown in his lot with the local fraternity, as a member of the firm of Freeman & Andrews, real estate operators, with offices at 13th and T Streets, N. W.

ERNEST L. WINTERS, '11, returned from Buffalo with news of an important case successfully handled in the famous lake port.

WADE H. CARTER, '11, of the California bar, legal wizard in the General Land Office, was a caller during the month made notable by visits also from Julius W. Johnson, James W. Bradford, Ambrose Shief, Jr., E. B. Weatherless, George W. White and

James W. Harrison, all of the class of 1923, Wm. A. Bailey, '08, and Samuel D. Williams, who was accompanied by Mrs. Williams.

Other visitors during the month included Mrs. Hattie Holmes Hill, Mrs. Robert B. Thompson, Miss Kitty Bruce, Miss Audrey Gray, Miss Mabel Datcher, Miss Bampfield, Miss Hughes, Mrs. Flora M. Craig, of Chattanooga, Tenn., and Messrs. Mack D. Byrd and W. L. D. Wilkinson.

Nothing so pleases us as to welcome those who come as couriers of friendship or seekers after truth.

Benigno T. Pacheco, '23, writes from Porto Rico that, having been appointed to a teachership in the Anasco High School, he is astounded at that fact, as any of you will be. He has not forgotten his first love, however, and expects to open law offices at an early date.

JOHN L. JORDAN, '22, having taken unto himself a wife, is now known as Counsellor J. LeRoy Jordan, of Kokomo, Ind. Yes, sir, and, what's more, he has become a pursuer of prandial products, palatably prepared and plentifully provided by the bar association of his county. The menu shows that it was the banquet of the Howard County Bar Association held at the Courtland Hotel, Kokomo, Thursday evening, December 11, 1923. "My wife and I were the only representatives of our group present. We were treated royally," writes Special Pleader J. LeRoy.

JOHN WELLMAN SMITH and Tenola E. Graves, both of '22, have been having their innings with Old Doc. Stork. Yes, John's is a girl, while T. E. thumbs his suspenders on the advent of a son.

AARON SMITH, '11, deputy collector of Internal Revenue, Second District of New York, has not changed one bit. He is peddling that same line he was featuring back in 1908. He is A No. 1 for Old Howard, however, and nothing in Harlem, the Bronx or Bowling Green will ever alter that.

JACKSON C. JONES, who became J. Conklin Jones, '22, is now plain J. C. Jones, Lawyer, whose newsy letter from Marion, Ind., will constitute a contribution to the literature of his time. We use to hear folks talk about "sui generis," whatever that is; it applies to J. Conklin.

The Classes Organize.

Senior Class.

Maurice Cecil Clifford, President.
Albert Edward Eastman, Vice President.
Etta Blanche Lisemby, Treasurer.
Roscoe William Ross, Secretary.
Claudius Lysias Carroll, Sergeant-at-Arms.
Henry Stanford Penn, Historian.

Executive Committee.

James Edward Scott, Chairman.
Berry Armstrong Claytor, Secretary.
Bercival Y. Hamilton.
Ernest C. Dickson.
Albert E. Eastman.

Officers of Moot Court.

Richard Hanna Lewis, Bailiff.
Peter Lee Robinson, Marshal.
Woolsey William Hall, Reporter.

Middle Class.

William A. Jones, President.
Frank W. Adams, Vice President.
William S. French, Treasurer.
Isadora A. Letcher, Secretary.
Thomas H. Dent, Sergeant-at-Arms.

Executive Committee.

Alexander P. Tureaud.
Frank W. Adams.
Cleveland L. Longmire.

Social Committee.

Joseph I. Johnson.
Alexander P. Tureaud.
Cleveland L. Longmire.
Fitzhugh L. Styles.

Auditing Committee.

Harold E. Bledsoe.
Robert E. Anderson.
Richard A. Greene.

Messengers of Hope.

Messengers of hope and cheer—three of them: Clifford, Brooks and Claytor. They came as special ambassadors with gifts of fruit such as mere man seldom sees, not forgetting also a package of Havana's finest, but, best of all, words of good will from their colleagues of the Senior Class. 'Twas a graceful thing, gracefully done, and will always be remembered with feelings of profound appreciation on the part of The Chair. What these ambassadors did plus what the doctors did bulked large toward a cure; and so we are on our feet again. Thanks, Seniors, thanks.

JAMES C. WATERS, JR.

DEPARTMENT OF PHYSICAL EDUCATION.

Howard and the C. I. A. A.

THE need of a more vigilant publicity bureau at Howard is strikingly evidenced by the several summaries and comments on the recent football season which appeared in a majority of the leading Negro weeklies throughout the country during the month of December. A casual perusal of some of these reports leave one with the impression that the Howard team of 1923 was the luckiest organization that ever invaded a gridiron; that, seemingly, it was guided and protected by some friendly double without whose aid the Bisons would have been annihilated by the "redoubtable" X or the "unconquerable" Y machines. Most of the sport editors apologized to their constituents for placing one Howard man on the mythical All-American Team, with similar representations on the second and third elevens. The source of the second-handed information upon which a part, at least, of these classifications was based is the report of the committee of the Colored Intercollegiate Athletic Association of which Howard is at present a member. This committee rated its members in the following sequence: Union, Howard, Lincoln, Hampion, etc. It further elaborated on an All-C. I. A. A. eleven, by choosing eight members of the first team from the lower half of the above group and one each from the champions and runners-up, respectively.

The seemingly unpardonable offence of the Howard schedule makers was their failure to arrange a major portion of Howard's games with schools within the league. For the information of our readers we will publish without comment the records of the three sectional champions of the Negro universe together with that of the Howard gridiron squad as reported in the *Chicago Defender* of December 29.

WILBERFORCE,

Champions of Mid-West.

Wilberforce, 25; Kentucky N. I., 0.
 Wilberforce, 3; Simmons, 0.
 Wilberforce, 65; Marathons, 0.
 Wilberforce, 53; Roger Williams, 0.
 Wilberforce, 3; W. Va. Institute, 6.
 Wilberforce, 0; Howard, 7.

HOWARD,

Champion of Champions.

Howard, 7; A. & T., 0.
 Howard, 12; Virginia Seminary, 0.
 Howard, 15; Livingstone, 0.
 Howard, 10; Morehouse, 0.
 Howard, 7; Wilberforce, 0.
 Howard, 19; Virginia Normal, 6.
 Howard, 19; Hampton, 6.
 Howard, 6; Lincoln, 6.

UNION,

C. I. A. A. Champions.

Union, 6; St. Paul, 0.
 Union, 0; Adelphi, 0.
 Union, 7; Virginia Normal, 0.
 Union, 7; Hampton, 6.
 Union, 24; Virginia Seminary, 0.
 Union, 6; Shaw, 0.
 Union, 0; Atlanta, 0.

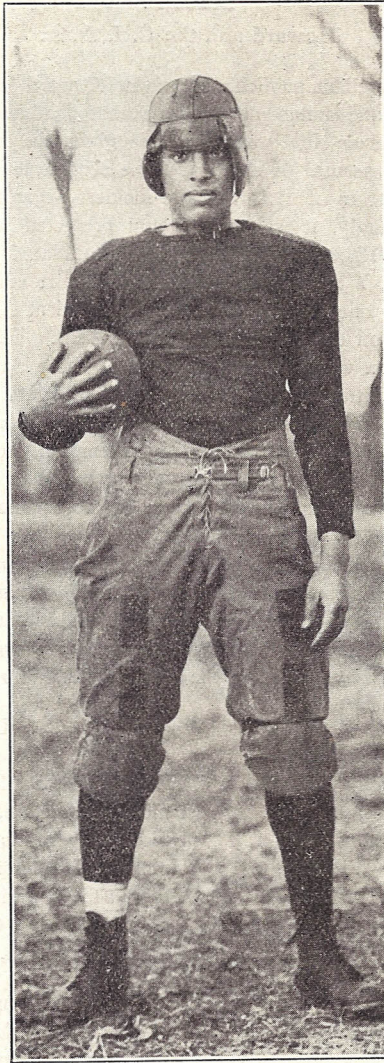
MOREHOUSE,

Champions of South.

Morehouse, 30; Soldiers, 0.
 Morehouse, 6; Livingstone, 6.
 Morehouse, 43; Clark, 0.
 Morehouse, 6; Tuskegee, 0.
 Morehouse, 6; Morris Brown, 0.
 Morehouse, 19; Talladega, 12.
 Morehouse, 0; Howard, 10.
 Morehouse, 25; Alabama State, 0.

T. J. A.

AMONG the outstanding figures that have made athletic history at Howard in the last decade, none scintillates with greater brilliancy than Raymond S. Contee, a Washington product, who will wind up a remarkable career in athletics at the Howard Intercollegiate Meet on May 10th. Contee belongs to that type of athletes who rise



RAYMOND S. CONTEE

out of the mass of average performers once in a generation. His record includes: Track captain at Dunbar High School, three years; regular backfield member Dunbar High School football team, three years; Letter man in both football and track at Howard University, four years (captain 1921-22). He holds the Howard University records for both the half and one-mile events. His time for the half is 2 minutes, 3-5 seconds, and for the mile, 4 minutes, 32 seconds. His trophies include a 36-inch loving cup presented by the Third Corps Area at Camp Meade in 1922 to the best all-around athlete. He has done special work at Harvard University and is now an instructor at the Randall Junior High of the District of Columbia.

T. J. A.

The Purpose of Basketball.

THE game of basketball is not an accident. It didn't just happen.

Many of our present-day athletic games are the result of the gradual development of the racial desire for combat and to demonstrate supposed superiority in certain desirable physical activities.

Basketball has the unique distinction of having been originated in the mind of one person for a definite purpose, i. e., for the personal benefit of the players. The game has not at any time been planned from the standpoint of the spectators. It is entertainment, or even an exhibition of skill. It is primarily a form of muscular exercise of the recreative type, which, by the way, is greatly needed in modern life. It is intended to supplement, but not supplant, other very necessary forms of physical activity. It is not an end in itself, but is a means of helping develop the finest type of manhood the world has yet seen.

It is desired that the game shall prove beneficial to the youth of the human race. Sound hearts, strong bodies, clear minds and high ideals in life are the objectives. Under wise leadership these results are being secured in large measure.



JOHN H. BURR, JR.
Assistant Physical Director, who is coaching
the 1924 Varsity Basketball Squad.

The game is pre-eminently one for youth. It makes its strongest appeal to those between twelve and twenty-five years of age. It is fast with a superabundance of a kaleidoscope variety of physical action. Frequent scoring, first by one side, then the other, maintains the keenest interest.

While the game allows plenty of scope for individual initiative and ability, the strongest feature is the constant demand for team co-operation, both on offensive and on defensive play. This is one of the valuable products of the game, for it is of inestimable value in life that we should learn through practical experience the superlative advantages of working in close harmony with others in seeking to reach desirable objectives. This is equally true in the home, as well as in business, in the affairs of the State, and among the nations of the world. In the interests of the race, co-operation is of supreme value.

The greatest values of basketball are found in the realm of character-training. From the very beginning it has been a sportsman's game, conceived and perpetuated in the ideals of clean sport. While it is true that these ideals have not always been

maintained by the players this has been due to persons who ignore or deliberately violate the spirit of the rules as they have been formulated.

Basketball is played between two teams, both of which are determined to win. This is as it should be; but some teams have so strong a desire to win that victory is to them the only thing worth while, and defeat is not only loss but humiliation and disgrace. Under such conditions a team is sometimes led to do anything to win. To defeat a noted rival, to keep a complete slate of games won or to capture a coveted championship, is of greater moment just then than to play cleanly and maintain one's own self-respect and honor.

Some victories cost too much; for when a player or a team or a coach sacrifices honor for victory, it is only to be compared to selling one's birthright for a mess of pottage, for thus is manhood smeared and character debauched.

It will be a great day for Howard when every team establishes as its standard and practice, "Team work, clean play, and true loyalty."

A few things should be remembered:

1. Athletics are, in a sense, simply modified forms of war combat. Low ideals of sportsmanship are left-overs from barbaric days when everything went, if you survived, win or die.

2. Youth is the spirit of keenest interest and participation in athletic contests.

3. Youth is the period during which character is rapidly and permanently fixed. Standards practiced, soon become habits formed.

4. Games are one of the most potent factors in character-training known to men.

5. Life itself is a game, and the basketball court is a laboratory where we conduct our early experiments in learning how to play "The Game of Life."

Will basketball be given a place among our sports or not?

It is left to you. Back each sport and make life worth living.

JOHN H. BURR.

UNDERGRADUATE LIFE.

Howard Women Form Chapter of the Enez Milholland Memorial Society.

Several weeks ago at the regular Friday noon meeting of the Women's League, the young women of the University were favored with the visit of Mrs. Coralie F. Cook and Miss Brandon, a representative from the National Women's Party. Miss Brandon gave a very interesting account of the life of Enez Milholland, a noted worker for equal rights for women. She also told of the work done by chapters established at various schools under the name of the Enez Milholland Memorial Society. The women at Howard were invited to join the movement by establishing a chapter at Howard.

On January 14, at noon, a group of girls, who were interested in the movement, met and organized. Miss Johanna Houston, who had served in the capacity of temporary chairman, had charge of the election of officers. The following were chosen: Miss Hilda Davis, President; Miss Eunice Matthews, Vice President; Miss Wilhemina Butler, Secretary; Miss Ophelia Settle, Treasurer. The Howard Chapter of the Enez Milholland Memorial Society of the National Woman's Party hopes to do a real work in fighting for equal rights, especially for the interest of the women of the race.

H. A. D.

The Junior Class Elects.

One week before the examinations, the Juniors snatched a few minutes from their studies to meet in the Chapel where they elected officers for the Winter Quarter. After many speeches of commendation, Mr. Charles DeCasseres was elected President. The Juniors feel that the usual enthusiasm and class spirit of Mr. DeCasseres when harnessed under the Presidential robes will make a more indelible mark than ever before on the life of the Junior Class. Miss Aldina Windham, a former student of Fisk University was chosen Secretary, and Miss Ruth Dixon, also a new arrival, Assistant Secretary. Mr. Maceo Clarke will serve the class as Treasurer, and Mr. Charles Wood as Chaplain will see to it that the Juniors do not forget that an unseen hand rules all things. The members of the class look to Mr. James Webster, the Journalist, to add to the meeting that fun, without which "Jack would be a dull boy." Mr. James Peacox holds the office of Sergeant-at-Arms. The deportment of the class, however, is such that Mr. Peacox will have much time for resting. Though the Junior Class has kept quiet for a long time, she has not been idle. Look out, Senior Class, "Still water runs deep!"

H. A. D.

The Ninth International Convention of the Student Volunteer Movement.

THE NINTH INTERNATIONAL CONVENTION of the Student Volunteer Movement was held at Cadle Tabernacle Indianapolis, Ind., December 28, 1923, to January 1, 1924.

The purpose of the Convention was:

To emphasize the solidarity of mankind and the interdependence of all nations and races.

To present Christ as the hope of the race, demonstrated by the transformations wrought in individual life and in the structure of society wherever He has been accepted and His principles have been courageously acted upon. To give a clear conception of the central verities of the Christian faith and to arouse a deeper purpose for a vital Christian experience.

To present to students data concerning world conditions, and to help them consider

the relations and obligations arising therefrom, for the sake of enabling them to follow more completely Christ and His way of life, and to make a more intelligent decision regarding their own life work.

To set forth the indispensable contribution which each race can make to our understanding of God and to the working out of His will among men, and to expose the un-Christian character of the racial arrogance and intolerance prevalent among us.

To consider a loyalty to Christ and His Church throughout the world which would transcend any national loyalties at variance with it.

To consider the un-Christian aspect of modern life which run through all nations.

To recognize that equal obligations rest upon every Christian to devote his whole strength to bringing in a Christian world order, and that the degree of loyalty to the cause of Christ is not dependent upon either the place or the kind of work in which one's life is spent.

To provide opportunity for students to give expression to their spiritual purposes and convictions regarding the needs of the world in this generation and the ways in which these needs can best be met, with an initiative and a sense of responsibility similar to those which characterized the student founders of the Student Volunteer Movement.

The leading features of this Convention were: (1) Addresses made by men and women who are recognized as authorities of the highest order in their respective fields. (2) Discussion groups and forums, in which students were offered opportunity for the frankest presentation of whatever convictions students might have. These were under student leadership. (3) The Christian Apologetic, i. e., the first period of each morning was devoted to an inspirational address by a leader of international reputation, Canon Edward S. Woods, rector of Holy Trinity Church, Cambridge, England—dealing with salient problems of the Christian faith with such themes as "What do we believe about God as revealed by Jesus Christ?", "What do we believe about Sin and the Cross?", and "What are the sources of Power?" (4) Group meetings, i. e., spontaneous and personally arranged meetings with separate college delegations of groups of delegates at free times (such as luncheons and dinners) during the day. In these, speakers and leaders of the Convention were often present and the delegates were thus given a chance to become personally acquainted with them and to consider the particular problems of their own institutions or of their personal lives. (5) Intercollegiate and International friendships: the Convention offered a unique opportunity to men and women from every type of college and university of the United States and Canada to enter into fellowship with the student delegates and leaders from any other countries; and for inter-racial fellowship and understanding. There were hundreds of foreign students in attendance, many of them particularly well qualified to interpret their own peoples and ways of thought to our western mind. (6) Conferences with leaders. (7) Enrichment of spiritual life through devotional services, the periods of united intercession, the recurrent thinking upon great issues—in fact, the whole tone of the Convention was rich in encouragement into deeper and more abundant spiritual life.

Why should Howard and every other institution be represented here? There are many reasons, but chief among them is that no college is sufficient unto itself. Only as it participates in the common activity and fellowship of the great student body of North America can it realize its own fullest life. This convention was of tremendous significance in the student life of America inasmuch as it furnished a common meeting place for students of the world—a market place for the interchange of thoughts and ideals.

Addresses.

The Convention was opened with four addresses dealing with the four great themes

which are being discussed in the colleges throughout the country: "Modern Industrialism," by Mr. Paul Blanchard, now organizer and field secretary of the League of Industrial Democracy in the United States; "Racial Relations and Christian Brotherhood," "International Problems and the Christian Way of Life," by famous speakers; and "Present-day Social and Intellectual Unrest," by Dr. Sherwood Eddy, Associate General Secretary of the International Committee of the Y. M. C. A., who has recently returned from a tour of the world in a study of the industrial situation, and was quite capable. He reports students everywhere revolting against Materialism, Militarism, and Industrial and Racial Autocracy, except here in America, where these things or conditions are more prevalent. "Our civilization," he says, "cannot survive unless it is revived spiritually," and as a solution for our problems he offers Love, with the substitution of God for Materialism, Brotherhood for Autocracy, and Love, Peace, and Good Will for Militarism.

On the second day addresses were made showing the relation of the Christian enterprise to the foregoing subjects, chief among them being given by Dr. Robert E. Speer, Senior Secretary of the Presbyterian Board of Foreign Missions on "The Relation of Foreign Mission Enterprises to the World Movements Today."

The rest of the Convention, i. e., the regular sessions except one was given to a more detailed study of conditions in various parts of the world, to a study of the full meaning of Christianity and its message and ministry to the world and a survey of the field of Christian service both in connection with organized Christianity and in consular diplomatic and professional fields. Some of the chief speakers and addresses here were as follows:

Dr. John R. Mott who in "The Commitment of Life and How God Leads Men" states that we should merge our wills into the good and divine will of God and let neither the place nor the nature of the work be of great concern but the purpose.

Dr. Paul Harrison Medical Missionary in Babrein Arabia gave some of the necessary principles governing any attack which may be made upon Mohammedanism, namely: (1) Recognize all of the good that is in the religion. (2) Recognize the absolute equality of the man whom we are going to win. (3) Coercion and compulsion make our religion weaker than theirs; therefore, want nothing but a voluntary surrender of a man's soul. (4) Carry to them only a spiritual message. Don't attempt to teach them things which we fail to accomplish.

Through the addresses of Prof. Yohan Masih, Christian leader in India; Mr. J. E. K. Aggrey, native of the Gold Coast, West Africa; Rev. H. Hatanaka, Pastor and Dean of Kobe College, Japan; Dr. Adolph Keller, leader in Zurich, Switzerland; Dr. Ching Yi Cheng, educational leader in China; Dr. Charles R. Watson, President of the American University of Cairo, and Prof. Andres Ossuna, outstanding leader of education in Mexico, and others, conditions in all of the various parts of the world were given.

Discussion Groups and Forums.

Another very vital and important feature of the Convention were the discussion groups and forums. Two sessions were devoted to these discussions while a third one was given in order that the students themselves might present to the whole assembly a summary of the group discussions with certain definite proposals, all based on absolute student opinion concerning these world problems. The student delegation was divided into 49 such groups of about 250 students each. Here these delegates thought together on problems which had grown out of the addresses, the general purpose of the Convention, and which were in evidence on their respective campuses. Many of these came up and were discussed, *e. g.*, "Student Attitudes and Relations Towards the Economic System," "Social Discriminations Against Jews, Negroes,

Group Affiliations and Foreign Students," "Basis of a Choice of One's Life Work," "Student Contribution in Elimination of War," and others, but because the Racial Problem and War were most pressing, as evidenced by the fact that in 41 groups the former, and in 35 groups the latter was discussed, the final proposals were with reference to them. Two persons elected from each group met to draw up these final proposals.

Mr. Ergeman Harris of Princeton presided over the student session and, after stating the two specific issues that had come out of these discussion groups, introduced eight speakers, who in a few words told the different attitudes taken by the students on these problems.

The Race Problem.

The speakers were:

1. *Leonard S. Cottrell* of Virginia Polytechnic Institute, who stated that "The majority from both races stand for justice in law courts, and development in economic realms. To give its best contribution, the individuality of any race must be preserved. With this in mind, let us go back to our campuses resolved to work upon these situations."

2. *Mr. Corby*, a Negro student of New York City College: "Psychology of Discrimination," says that "Discrimination makes for differentiations that are bad and it is not logically clear." In reply to those who refer to intermarriage as a probable outgrowth of racial equality he stated "Negroes want equality, not intermarriage, but the double standard of morality set up by the white man is changing the color of the race so that it varies from black to white. Only a chance to be men and women—the right to live, not familiarity, is what Negroes want."

3. *Robert S. Mallory* of Cornell and Auburn Seminary says that "According to our Constitution, all men are created equal, but we cannot say that we offer equal opportunity to enjoy the benefit of these gifts and to serve their fellowman on the basis of color, race and religion. We do not discriminate on the pure basis of character as we should, and the challenge to us is to stop discriminating on other lines."

4. *P. M. Blanco* of the Philippine Islands says that "Our main task to bring about world peace, and equal treatment of all races is the only way to evangelize the world. There is no innate racial inferiority or superiority. Discrimination is a drawback and a thorn on our Christian lives. Do away with it and let the way to peace and happiness be made evident by our conduct." He stated further that in the Philippine Islands there is now a blending of three races, black, brown, and yellow, and yet all goes well.

Specific Proposals.

Let it be unanimously agreed that we as student representatives of our respective schools take back the following proposals and the determination to—

1. Eliminate the white superiority complex in our elementary schools.
2. Have group discussions on our campuses for the discussion of these interracial problems.
3. Have persons of other races come and speak to groups of our own race on these problems.
4. Utilize opportunities to meet and come in personal contact with members of other races.
5. Oppose organizations which are not in accord with this movement.
6. Work on journalism and change the press.
7. Convert our own families.
8. Work for equal rights for all in our dormitories, societies, and college life in general.

9. Be living examples of Christ.
10. Think about and study present attitudes.
11. Write concrete racial articles.
12. And include foreigners in all of this.

War.

There were four different attitudes about war, and these were presented by four different students:

1. H. McAlester McGriffith, University of California, and Princeton: "We believe that preparation for the emergency of war is the best way to avoid it; therefore, we urge our nation to prepare for it so that the next one will be brought to a speedy and righteous termination for—

1. By saying we don't want it, we cannot stop wars.
2. No international thug will attack another that is prepared for it.
3. History has shown that unpreparedness is a breeder of war.
4. Preparedness reduces the cost, length and loss of life in any war.
5. The duty of the state is to protect the life and well being of the citizen.
6. Man owes a duty to the state—protection.
7. In reducing wars it gives Christian people the opportunity to preach to the world of Christ."

2. Theodore Sargeant, Boston University: "War is un-Christian fundamentally and should be abolished through education. The policy of non-resistance is now impractical, but with education as a means for averting it, it will come only as an absolute necessity."

3. Wendell Bird, University of Nebraska: "War is un-Christian, and an ideal League of Nations and World Court is the best way of preventing it and creating a world peace. The fundamental cause of war is the lack of world organization—world society is ever growing and some form of organization is necessary. With this there will be no need for preparedness and education.

4. Allen Hunter, Virginia Theological Seminary: "War is an utter denial of Christ, ineffective as a means of settling differences and should be opposed. Modern war defeats its own end—instead of ending war we get new, potential, and destructive machines with which to do more damage. Have an absolute conscientious protest for Jesus' way and believe that whatever happens His way will win. Do not support directly or indirectly any war." Pacifistic view.

Proposals.

1. Work for the truth.
2. Organize forums for the discussions of war.
3. Eliminate the R. O. T. C. and such organizations.
4. Change the motive behind the R. O. T. C. to physical education.
5. Study the economic causes of war.
6. Study the history of other nations.
7. Have constructive programs on our campuses.

Fay Campbell, a student of Yale, spoke on "Student Consecration" and said that "any progress which is to be made in the world today must be made through you. In furthering Christ's teachings aggressive goodwill and not physical force must be adhered to and applied. Religion is here and will lead us to the cross, and unless we take up our crosses now we had better lay aside our religion."

Another student, H. P. Van Dousen, of Union Theological Seminary, stated that "The question before the world is not of finding solutions and plans, but

it is one of finding individual men and women as leaders, with much emphasis being placed on personal character if we are to lead this generation. I beseech you, fellow students, to have courage to the point of self-sacrifice," he said.

Forums.

THE entire afternoon of Tuesday, January 1st, was devoted to forums dealing with the types of Christian service which are being carried on throughout the world today. Representatives of these various types presented brief messages which were followed by questions and discussions from the floor. Particular emphasis was placed upon the worth-whileness of the investment of life in Christian service, both in and outside of organized Christian agencies, but particularly in connection with missionary agencies of the church, as a means of bringing the power of Christ to bear upon the needs of the world.

MARY EMMA MACK,
*Delegate from the Y. W. C. A.,
Howard University.*

The Annual Conclave of the Omega Psi Phi Fraternity.

THE 12TH ANNUAL GRAND CONCLAVE of the Omega Psi Phi Fraternity was held in St. Louis, Mo., from December 26th to 30th. Delegates were in attendance from all of the chapters of the Fraternity.

The convention stood out as probably the most successful in the history of the organization because of the amount of constructive work accomplished. Vice Grand Basileus John W. Love, attorney-at-law of Washington, D. C., and an alumnus of Howard University, who has had charge of the fraternity expansion during the past year, reported that the fraternity now consists of 47 active chapters. These chapters are affiliated with the leading educational institutions of higher learning in the United States.

It is interesting to note that the Omega Psi Phi Fraternity was founded in 1911 at Howard University by members of the faculty and students.

Serious attention was given by the convention to the rising tide of international thought, and the necessity for the colored race in America to take steps to project itself into this thought in order that it might receive a fair hearing before the bar of world opinion. One way in which it was decided that this might be done was to increase the number of colored students travelling and studying in the various educational centers of the world. To aid in bringing this about, the convention established a foreign scholarship fund from which to award annually scholarships to students for the purpose of enabling them to pursue graduate study in foreign countries. The first foreign scholarship will be awarded this year. The conditions under which this award will be made are to be announced later. It is hoped that this precedent will be adopted and followed by other fraternities and sororities in order that a steady stream of students may be kept flowing to other countries, where they shall not only be masters in various kinds of education and science, but where they may through contact place the colored race in America in the proper light before the world.

William Stuart Nelson, former national officer of the fraternity, and author of "Le Race Noir dans Democratique Americaine" and various magazine articles having as their purpose the correction of foreign thought on the American color question, who has lately returned from more than two years of study and travel abroad which supplemented his experience as an officer in the American Expeditionary Forces

during the recent war, told from first-hand information of the need for a movement to plead the cause of the colored race in foreign countries.

Attorney J. Alston Atkins of Muskogee, Oklahoma, was re-elected unanimously the Grand Basileus of the fraternity, as was also Attorney Campbell C. Johnson, of Washington, D. C., as Grand Keeper of Records. Attorney John W. Love was re-elected Vice Grand Basileus, and Mr. William Gilbert, National Treasurer. Mr. C. Herbert Marshall, Jr., of Washington, D. C., was unanimously chosen Grand Marshal.

The Omega Psi Phi Fraternity will meet in its next annual convention at the seat of the Alpha and Alpha Omega Chapters at Washington, D. C.

Alpha Phi Alpha Convention Called History Maker.

Columbus, Ohio.—“History in the Making” was the popular characterization of the 16th Annual Convention of the Alpha Phi Alpha Fraternity just closing here today, December 31, 1923, where more than 600 college men from sixty-six of America's best educational institutions gathered to discuss means by which the problems in Negro racial life may be met. Negro college men from all sections of the country were present at the convention, the sections represented stretching from Massachusetts on the New England Coast to California on the Pacific and from Minnesota to Georgia.

*President Coolidge Asked to Release Members of 25th Infantry Now in Prison—
Contribution Made to N. A. A. C. P. to Aid in the Campaign for the
Passage of the Dyer Anti-Lynching Bill.*

Perhaps the outstanding legislation of the convention was that adopting resolutions to send a communication to President Coolidge recommending the release of the remaining members of the 25th Infantry now incarcerated in Leavenworth, and to make a contribution to the National Association for the Advancement of Colored People to aid in its campaign for the passage of the Dyer Anti-Lynching Bill, now before the Congress of the United States.

The opening session of the convention was held Thursday afternoon, December 27th, at the Spring Street Y. M. C. A., with over four hundred delegates from the various colleges and universities throughout the United States in attendance, under the direction of its national officers: S. S. Booker, Baltimore, President; Raymond P. Alexander, Philadelphia, First Vice President; Raymond W. Cannon, Minneapolis, Second Vice President; James W. McGregor, Los Angeles, Third Vice President; Norman L. McGhee, Washington, Secretary; Homer Cooper, Treasurer, Chicago; and Oscar C. Brown, Atlanta, Editor of the *Sphinx*. Among the colleges and universities represented were: Cornell, Yale, Harvard, Columbia, Chicago, Northwestern, Ohio State, Ohio, Howard, Union, Lincoln, Wilberforce, West Virginia, Collegiate Institute, Meharry Medical College, University of California, University of Cincinnati, Pennsylvania, Atlanta, and many others.

On Sunday, December 30th, the full convention delegation made a pilgrimage to the home of Paul Lurance Dunbar at Dayton, Ohio. Arrangements had been made for special cars over the interurban railway between Columbus and Dayton to take the delegates to Dayton, where they were met by a train of automobiles which conveyed them to the home of Dunbar. The program conducted at the home included a welcome address by O. O. Morris, President of the Theta-Lambda Chapter of the fraternity located at Dayton, a presentation address by Raymond W. Cannon, Second Vice President, and a response in the form of an acceptance of a bunch of beautiful flowers given by the fraternity to Mrs. Matilda J. Dunbar, mother of the poet. The master of ceremonies was R. M. Swayne. From the home the delegation was con-

veyed to Woodlawn Cemetery to Dunbar's grave where a most impressive ceremony was held which included a tribute to Dunbar's contribution to literature by Dr. J. A. Gregg, President of Wilberforce University; a reading of "When All Is Done," one of the poet's compositions, by Miss Edna Browne; and a tribute by S. S. Booker, General President of the Alpha Phi Alpha. The master of ceremonies was B. Andrew Rose. Following these ceremonies the delegation was conveyed to Memorial Hall, Dayton, to be banqueted. The program for the banquet included an address on "Collegiate Fraternal Friendship," by Norman L. McGhee, General Secretary of Alpha Phi Alpha; an address, "The Growth of Sororities," by Dr. Sadie T. Alexander, President of the Delta Sigma Theta Sorority; an address by James W. McGregor, "The Aim of Alpha Phi Alpha"; an address by James A. Dunn, "Graduate Chapters," and a greeting from Alpha Kappa Alpha Sorority by Miss Thelma L. Taylor, one of the youngest members of the Sorority connected with the Kappa Chapter in Indianapolis, Ind. The addresses were interspersed with vocal and musical selections given by Miss Helen Walker, Madame Florence Cole Talbert, and Mrs. A. W. Hardy, and a reading of Dunbar's "Ode to Ethippia" by Miss Edna Browne. The master of Ceremonies was William O. Stokes of Theta Lambda Chapter.

Upon the return of the convention delegation to Columbus, Ohio, the entire body repaired to the Columbus Chamber of Commerce Auditorium to attend the public session where Attorney Robert L. Vann of Pittsburgh spoke on the subject, "The College Man's Opportunity."

The final session of the fraternity was held Monday, at which time, after the delegates listened to the report of the Director of the "Go to High School, Go to College" drive, which showed that more than three million children and parents had been reached and influenced to go further in education, the convention authorized that the movement be continued and promoted even more vigorously during 1924. Constructive plans were outlined with reference to the conduct of the fraternity's program for the year 1924. At the end of the session the following officers were elected: Raymond W. Cannon, President; Raymond P. Alexander, First Vice President; James W. McGregor, Second Vice President; D. L. Brown, of Columbus, Ohio, Third Vice President; Norman L. McGhee, Secretary; Homer Cooper, Treasurer; and Oscar C. Brown, Editor of the *Sphinx*.

New York in 1924.

Following the election of officers of the fraternity, a spirited contest was entered into for selection of meeting place in 1924. The convention was besieged with invitations from all sections, including Atlanta, New York City, Cincinnati, Detroit, and other cities. After a hotly contested fight conducted by the Atlanta delegation, it was finally conceded to New York City by about three votes.

During the convention week numerous social events were held including the Annual Smoker and Symposium, an informal dance at Odd Fellows' Hall; the Annual Fraternity Dance in the Ohio State University Gymnasium; and dances in honor of the delegates given by the Alpha Kappa Alpha and Delta Sigma Theta Sororities. The Convention ended with the Annual Fraternity Banquet, held in the Spring Street Y. M. C. A., as the shrilling of whistles announced the arrival of the New Year. Announcement was made at the banquet of the winning of the McGee cup by Phi Chapter at Ohio University for the best record during 1923.

Among the various members of the fraternity present during the Convention were Dr. J. E. Moorland, Hon. Robert L. Vann, Dr. W. S. Scarborough, Mr. C. H. Tobias, Dr. J. A. Gregg, Prof. L. F. Palmer, Mr. Aaron E. Malone, Dr. C. A. Greer, Dr. Nelson Glover, Dr. Elwood Downing, Dr. A. L. Curtis, Arthur D. Stevenson, Garrett A. Morgan, Attorney Sydney P. Brown, Rev. Russell A. Brown, Arnett G.

Lindsay, Dr. Charles H. Garvin, Dr. N. K. Christopher, Dr. B. C. Styles, Dr. M. A. Allen and many others. The guests of the fraternity during the Convention were M. A. Morrison, first General President that the fraternity had, and George B. Kelly, one of its founders.

A League of Nations Essay Contest.

Prizes of \$100, \$75 and \$50, each offered for the best essays on "Why the United States Should Join the League of Nations."

The growing interest among undergraduates of American universities and colleges in the League of Nations and the World Court has prompted the College Division of the League of Nations Non-Partisan Association to conduct an essay contest, with prizes of \$100, \$75 and \$50 each to students who desire to compete for them.

The contest is announced by Corliss Lamont, who, as chairman of the Committee of University and College Students of the League of Nations Non-Partisan Association, is in charge of the organization of branches of the association in universities and colleges. Mr. Lamont reports that over eighty universities and colleges have already been organized.

The subject of the essay is to be: "Why the United States Should Join the League of Nations." Total number of words submitted by the contestant must not exceed three thousand. Only one essay may be submitted by any one contestant.

Manuscripts must be typewritten and only on one side of the page, and must not be rolled. No manuscript will be returned. No postage for the return of manuscripts should therefore be included by the sender.

All manuscripts must be received at the office of the League of Nations Non-Partisan Association, 15 West 37th Street, New York City, by 12 o'clock noon, March 1, 1924.

The submission of any manuscript, whether or not it receives an award, shall give to the association full rights to publish any part or all of it in such manner and at such times as it may choose.

THE TOUGHENIN' HEAT.

BY CHARLES S. KINNISON.

I've been in the "heat-treat" for nigh twenty years,
In charge of the hardenin' of forgin's, for gears.
My hands are now ugly and crooked and scarred,
For work in the heat-treat is heavy and hard.
And now my eyes hurt me at nights when I'm done,
From lookin' at heats that are bright as the sun.
But I'm not complainin' for years that I've spent
In tendin' a furnace—I'm pretty content.

For I have been thinkin', the last couple years,
That just as we harden and toughen the gears,
By givin' 'em hell in a fire that is hot,
That whether we like to believe it or not,
A man is made tougher and finer of grain
When he is acquainted with trouble and pain.
I've had care and troubles and more 'an my share,
But now, as I see it, life's been pretty fair.

I've worked hard and steady at pretty good pay,
And I've saved a little for my rainy day—
And I'm proud to tell you through all of these years
I've always kept tryin' to make better gears.
It's seemed to me cheatin' to work for a guy—
To take his good money—and then not to try
To do his work better and try different ways.
I know what I'm sayin'—I've found that it pays!

Now, I am not boastin' of nothin' at all—
I'm only a plugger—my job's pretty small.
But I want to tell you I've done all I could,
And the folks that I've worked for have treated me good.
Well, I've said a-plenty, I guess, for one time—
So, now, I'll be quittin' my sermon in rhyme
That I have been scribblin' atop of this bench,
For the gears are 'bout ready, I think, for the quench.

A good New Year to each reader and student.

R. L. SACKETT,
Dean of Engineering.
—Engineering Extension News, State College, Pa.

OF GENERAL INTEREST.

A Good Teacher.

What are some of the characteristics of a good teacher? These traits will be found in any such teacher whether in the day school or college or university, in the Sunday school or pulpit.

I. The teacher should understand the subject he is teaching. This is self-evidently obvious and yet it needs to be said: The ignorant teacher can not teach others any more than the blind can lead the blind. The teacher must get knowledge before he can give it and the accuracy and clearness of his own knowledge will measure his ability to impart it to others. Out of a vague confused state of mind can not come orderly and definite instruction any more than out of a muddy fountain can flow clear streams. And the teacher must know more than he teaches; he must know the roots and relations and outlying regions of his subject in order that he may teach it clearly. What he says must be only a sample and hint of what he might say. He must speak out of the fullness of his mind and in his teaching not come too close to the margin and vanishing point of his knowledge.

II. The teacher must have interest in and sympathy with his scholars or hearers. If he is separated from them by a chasm of indifference or misunderstanding or contempt, if he assumes an attitude of superiority and looks down upon them as inferior beings not capable or not worthy of receiving his instruction, he is making it impossible for him to reach them and to put anything into their minds and hearts. The channel between his mind and theirs must be as open as a vital artery so that his mind and spirit can flow into them and awaken and vitalize their minds. Any unwillingness on the part of the teacher to come down to the level of and identify himself with his scholars is a fatal bar to his entering into sympathetic relations with them. No child is so poor and dull and apparently uninteresting as not to have unsuspected capabilities and to be worthy of the teacher's sincerest appreciation and utmost effort. If the teacher will unlock the door of that child's heart and get into the secret of its inner hidden life he will find that which will surprise him and elicit his deepest interest and repay his most patient toil. This personal sympathy and vital identity is the tie that binds teacher and scholar most intimately and fruitfully together.

III. The good teacher must understand the technical art of teaching; the principles and methods by which one mind awakens another so that it acquires interest in the process of learning and begins to think for itself. Teaching is not simply putting knowledge into another mind as water is poured through a funnel into a barrel or jug; it is not getting the scholar merely to commit items of information to memory and thus possibly preparing him to answer Mr. Edison's list of one hundred miscellaneous questions. Teaching is developing and training the mind of the scholar to see and grasp the principles of things and to work them out and apply them in his own experience; it is not so much imparting knowledge as imparting the power of making knowledge. The teacher must himself think in terms of principles and not simply of memory and lead the scholar along the same road into intelligent understanding of the nature and processes of things. And of course the teacher must be able to make these principles clear by concrete explanation and apt illustration; he must himself think in pictures and parables and then he can so present his subject that his scholars and hearers will see for themselves.

IV. The highest power of the teacher is that of contagious personality. He must not only know his subject but it must be so interfused with his whole personality that it will flow out of him as streams out of a fountain. He must be the living incarnation of the truth he is teaching; his mind must be crystallized clearness and

candor and accuracy, his heart incarnated patience and gentleness, his spirit distilled purity, and his whole person the embodiment of truth and honor and nobility and grace, the visible incarnation of the beauty of holiness. Such a teacher is imparting truth and grace not only in what he says, but also in every feature of his face and glance of his eye and unconscious radiation of his total personality. He is himself his greatest lesson and his spirit insensibly and irresistibly instills itself into the minds and hearts of his scholars or hearers.

The great Teacher illustrated and embodied each of these four characteristics in himself in supreme perfection, and hence the common people heard him gladly and the world is listening to him today and coming to sit at his feet as never before. This is the ideal for the parent, teacher in the school and college, Sunday school and pulpit to strive to realize, and as we approach this ideal we shall have success and joy in our work and win souls that shall be stars in our crowns.—*The Presbyterian Magazine*, November, 1923.

Girls Lead Men in College—Intelligence Tests Rate Radcliffe Students, 55; Harvard Men, 50.5.

Cambridge, Mass., December 27.—In a series of intelligence tests given to 107 Harvard students and 37 girl undergraduates at Radcliffe, the girls won a ranking 4.5 per cent higher than the college men, according to figures made public by Dr. A. A. Roback, Harvard psychologist. In the tests, devised by Dr. Roback and carried out in the Harvard psychological laboratory under the supervision of H. S. Langfeld, professor of psychology, the girls received an average rating of 55 per cent and the men 50.5.

The testing system was based on relative speed in observation, deduction, mental application and interpretation. One Harvard man tied with a Radcliffe girl for first place, with an 86 per cent ranking. A Harvard student made the lowest score, 9 per cent.

Dr. Roback said similar experiments had been conducted at Simmons College and Clark University and that the average intelligence of girls in colleges is apparently above that of the men. He attributed this to a more careful process of selection on the part of parents sending girls to college.

Million and More for Negro Schools—Atlanta Completing Big Building Program—\$1,200,000 Involved.

Atlanta, Ga., December 31.—What is believed to be the most elaborate and expensive colored public school building program ever undertaken by any community is now nearing completion in this city. It embraces four magnificent new grammar schools, seating 800 to 1,000 each, and a high school seating 1,500, the five erected at a cost to date of \$1,200,000, with more yet to be spent on finishing touches.

These new schools are part of a general school building program involving a total of \$3,800,000 and are in every sense equal to the best the city is erecting, representing the last word in construction and equipment. In addition to all the usual modern facilities, each is provided also with medical and dental clinics, where the pupils have the services of physician, dentist and nurse.

The high school, which is named for Booker T. Washington, will carry the regular academic curriculum and in addition will provide training in woodwork, carpentry, drawing, auto mechanics, sheet metal, plaster and cement work, tailoring, pressing, sewing, cooking, child care, and teacher training. The purpose is to give to the

pupils an all-round training for life and fit them for useful and remunerative employment immediately on graduation. A director of vocational guidance helps further to this end by personal conferences, lectures, bulletins and lantern slides.

The colored schools are sharing fully in the efforts of the administration to bring the city's public school system up to the highest standard of efficiency.

Back of this building program is an interesting story of interracial cooperation, Atlanta having greatly outgrown its school system, several unsuccessful efforts were made to vote a bond issue for new buildings. It was found that the colored voters held the balance of power and had thrown it against the plan.

City officials asked white members of the local interracial committee why this was so. The latter arranged a conference with leading colored citizens and the question was passed to them. They promptly replied: "Why should we vote taxes on ourselves when we have no assurance that we will get any of the benefits."

The rest was easy. An agreement was readily reached that if they would help carry the next bond election, their schools should have approximately one-third of the proceeds. That agreement is now being carried out.

COUNTERWEIGHTS.

Our Flexible Language.

This freak poem, I am informed, was a favorite of Oliver Wendell Holmes:

Frolicked in the early spring a miss,
Fancy free, with not a thought amiss;
Later in the season came a mister
Hanging round the maiden—they, they missed her.
Fall in love perhaps they didn't mean to,
But papa objected and 'twas mean, too;
Swore that marry he would never let her;
So she disobeyed him to the letter,
And the mister and the merry maiden
Fled and found a justice and were made 'un.

Well-named.

Co-ed: "Why didn't you find who he was when the professor called the roll?"
Another Co-ed: "I did try to, but he answered for four different names."

Just for Seniors.

Rock a bye, Seniors, in the tree top,
As long as you study the cradle will rock;
But if you stop grinding the cradle will fall
And down will come Senior, diploma and all.

Naturally.

No woman is so angelic as to prefer a halo to a hat.

No Brains.

The shades of night were falling fast,
The fool "stepped on it" and rushed past.
A crash—he died without a sound:
They opened up his head and found—
Excelsior!

I'm sorry U've been 6-0 long;
Don't B discons18,
But bear your ills with 40tude
& they won't B so gr8.

Right.

The teacher was trying to impress upon her pupils the importance of doing right at all times, and bring out the answer, "Bad habits;" she inquired: "What is it that we find so easy to get into and so hard to get rid of?"

There was silence for a moment and then one little fellow said, "Bed."

Getting Him Going.

Father (from upstairs): "Helen, isn't it time for the young man to go home?"

Young Man: "Your father is a crank."

Father (overhearing): "Well, when you don't have a self-starter a crank comes in mighty handy."

Mixed Feet.

A tree toad loved a shee toad
That lived in a tree;
She was a 3-toed tree toad,
But a 2-toed tree toad was he.
The 2-toed tree toad loved the ground
That the 3-toed tree toad trod;
But vainly the 2-toed tree toad tried—
He couldn't please her whim;
In her tree toad bower, with her v-toe power—
The she toad vetoed him.

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Department Entered

6. Other Departments Entered

7. Degrees Conferred, if any

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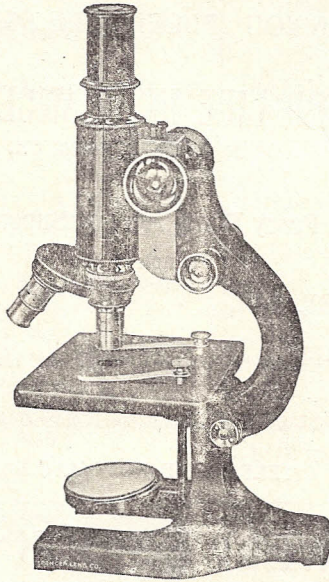
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